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IDENTIFIERS *College of the Canyons CA

ABSTRACT

Intended for use by decision makers involved in the planning and management of California's College of the Canyons (CC), the 10 sections of this fact book present data on the college, the college's district, student enrollment and outcomes, academic and student services, finances, and facilities. Section 1 discusses CC's mission, institutional values, and strategic goals as of 1995. Section 2 focuses on the Santa Clarita Community College District, providing data on population growth and distribution, district demographics and household trends, educational attainment and employment, and high school graduates. Section 3 charts the organizational structure of the district, providing charts of the administrative organization, instructional organization, academic divisions, college services, the CC Foundation, and the Associated Students. Section 4 presents data for 1991-96 on student enrollment, highlighting students' gender, ethnicity, and enrollment status. Section 5 provides student outcome information for the same period, focusing on grades awarded, course retention rate, certificates and associate degrees awarded, and transfer students. Section 6 focuses on faculty and staff data for 1992-96, presenting information on job classification, full-time faculty, gender, ethnicity, and degrees attained. Section 7 discusses student services for 1991-92 to 1995-96, detailing the numbers of students utilizing college services, while section 8 focuses on academic programs and services for fall 1991 to fall 1995 and spring 1992 to spring 1996. The final sections deal with the financial resources for 1992-96 and physical facilities, including a campus map and construction projects through 2001. (TGI)

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ED 401 981

College of the Canyons
Santa Clarita Community College District

The Fact Book

September 1996

Office of Institutional Development

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Foreword

Typically, decision-making, policy formulation and planning at a college involve many groups with divergent interests and values. At College of the Canyons, for example, the Comprehensive Planning Task Force is composed of faculty, staff, students and administrators. While each representative brings a unique perspective to the group, there may be great variation in the knowledge each brings about the overall operation of the institution.

The Fact Book is designed to provide a concise overview of most facets of the college's operations and is intended to assist decision-makers with the planning and management of the college. It contains information about students and staff, as well as data on the college budget and the use of campus services. There is information about the community college district and comparisons with similar colleges.

The Fact Book is intended to provide a broad understanding of the college, to assist those involved in all phases of campus governance.

The Fact Book

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Part I: Mission and Goals

Mission Statement

The following mission statement was approved by the Board of Trustees at its May 17, 1995 meeting:

College of the Canyons is a public, postsecondary educational institution with an open-door admission policy. The College offers to all who can benefit the opportunity to challenge their abilities and to examine critically the values of culture and society in a setting that appreciates the richness of diversity.

College of the Canyons fulfills this mission by providing quality programs and services in an intellectual environment designed to enhance the students' cognitive, personal, social, and economic potential, enabling them to do the following:

1. Participate in a comprehensive general, transfer, and vocational/technical education which allows students to acquire the knowledge and skills to enter, re-enter, and advance in the workplace;
2. Access a network of support services which assist students to realize their creative potential and ultimately make substantial contributions to society as educated persons, skilled professionals, and thoughtful citizens; and,
3. Benefit from programs and services facilitating the enrichment of community life, the enhancement of business partnerships, and the expansion of economic development.

Statement of Institutional Values

In 1989, the college adopted the following statement of institutional values:

College of the Canyons is a quality institution staffed by special people. It is one of the best, if not the best community college in California. The staff of the college has a sense of community that we are committed to maintaining as we grow.

One of the characteristics of College of the Canyons that makes it a great place to work is that its leadership is strongly committed to valuing people -- the people it serves and the people who do the serving. Elements of that valuing are evident in the following:

- | | |
|------------------------|--|
| Trust | We are committed to building and maintaining a climate of trust, consistency, openness, and honesty. |
| Quality | We are committed to improving the quality of work life for all those who work here. |
| Involvement | We are committed to involving staff in decisions that affect their well-being. |
| Support | We are committed to encouraging and supporting innovation and creativity in a variety of forms. |
| Opportunity | We are committed to providing opportunities for faculty and staff to explore and experiment with productive ways to achieve their goals. |
| Personal Growth | We are committed to expanding and making personal growth opportunities available for students and the staff. |

Strategic Goals of the College

The following strategic goals were developed by the Comprehensive Planning Task Force at its Planning Retreat on April 24, 1995:

Goal 1: Teaching/Learning

Provide resources, in a positive environment, that support excellent teaching, and lead to effective student learning.

Goal 2: Student Support

Provide and strengthen a comprehensive program of student support services which will facilitate student success and maximize student opportunity.

Goal 3: Cultural Diversity

Provide resources, programs and staff to acknowledge and promote diversity of the community, students and staff.

Goal 4: Human Resources

Promote the selection and development of high quality institutional staff.

Goal 5: Institutional Advancement

Provide a comprehensive development program to generate support, resources and information to enhance institutional success.

Goal 6: Institutional Effectiveness

Evaluate the college's programs and services. Implement and strengthen programs and services that conserve human and financial resources, improve effectiveness, increase participation and teamwork, and cultivate individual responsibility for outcomes.

Goal 7: Financial Stability

Manage fiscal resources to provide institutional stability.

Goal 8: Technological Advancement

Use state-of-the-art technologies to enhance programs, services, and operations.

Goal 9: Physical Resources

Provide a quality physical environment -- a clean, efficient, safe, aesthetically pleasing campus. Provide and plan for the development of new facilities.

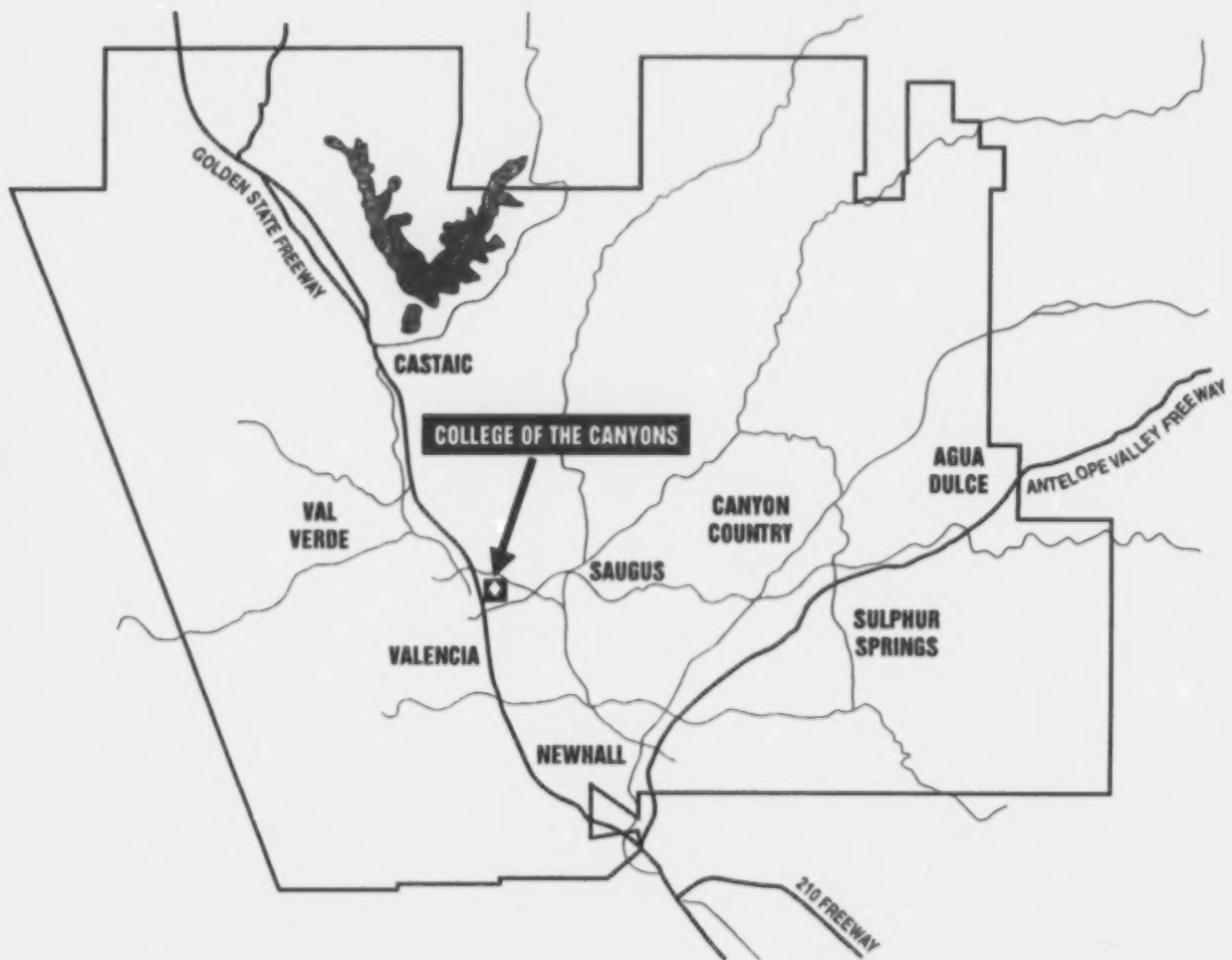
Goal 10: Innovation

Look beyond the rapidly changing day-to-day information to the relationships among elements and formulate strategic directions and innovations to maximize the quality of learning environments for our students.

Part II: The Santa Clarita Community College District

The Santa Clarita Community College District

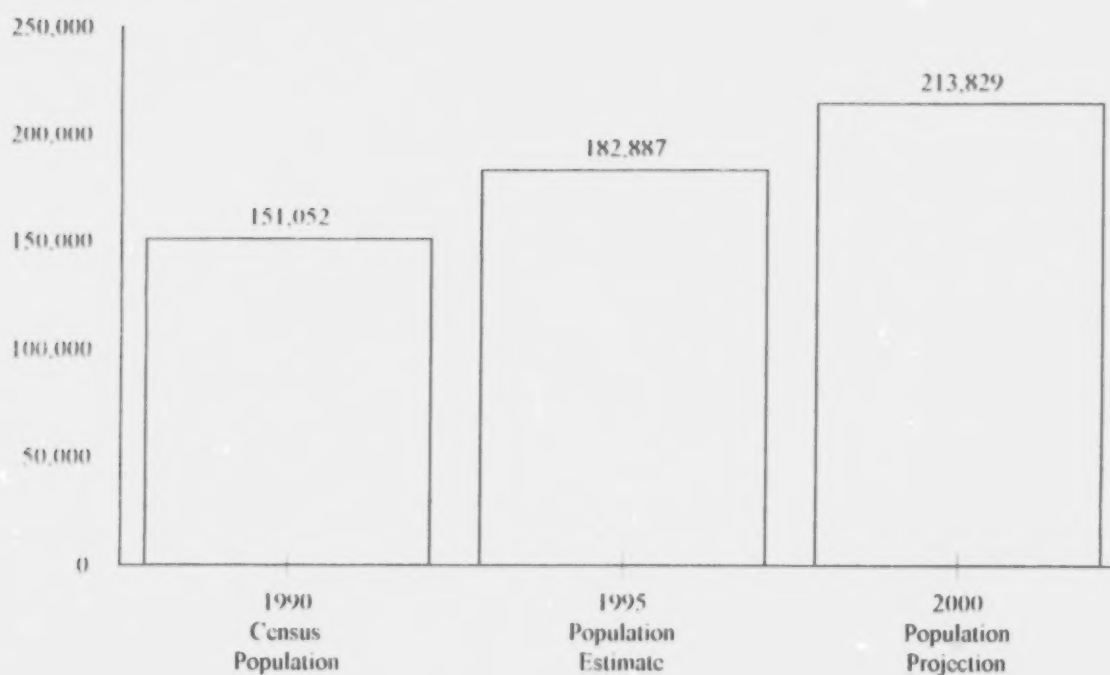
The Community We Serve . . .



The Santa Clarita Community College District serves a 367 square mile area. The District includes the incorporated City of Santa Clarita, comprised of the communities of Newhall, Saugus, Valencia and Canyon Country, as well as the unincorporated areas of Agua Dulce, Castaic and Val Verde.

Santa Clarita Community College District 1990 Census Population, 1995 Population Estimate, and 2000 Population Projection

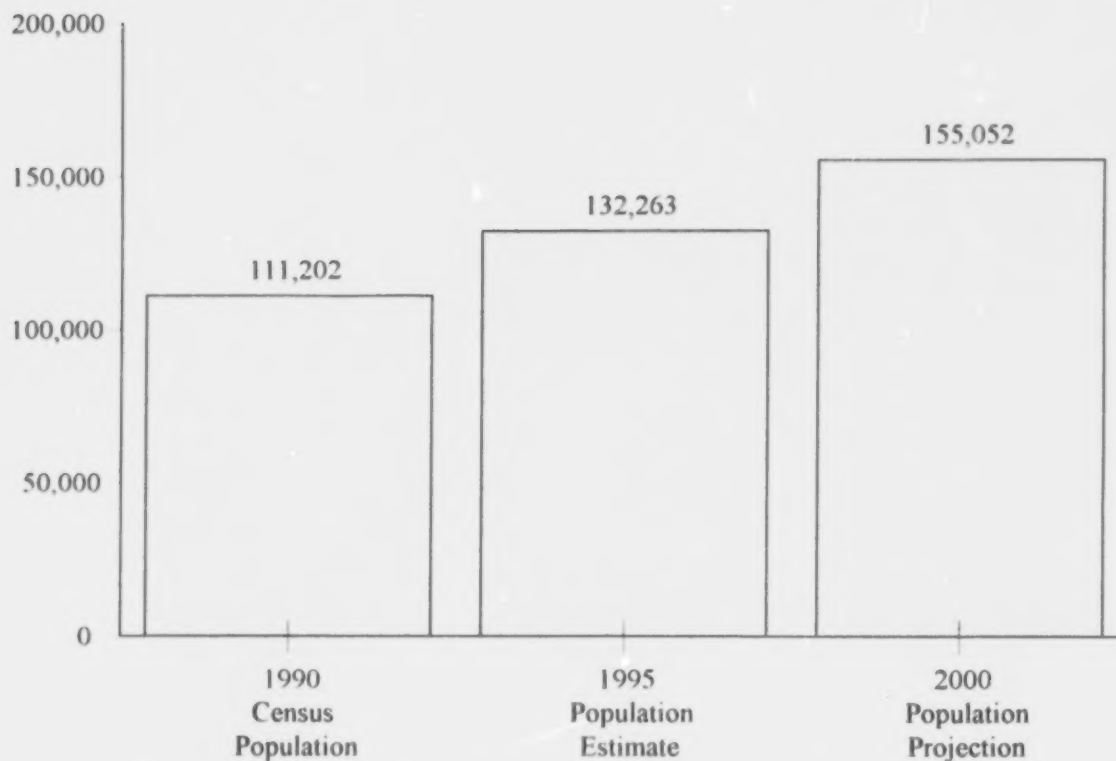
The district's population will continue to grow rapidly. The total population is projected to increase by nearly 31,000 residents in 2000 from 1995, a growth of 16.9 percent.



Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District Adult Population (age 18 and above) 1990, 1995 and 2000

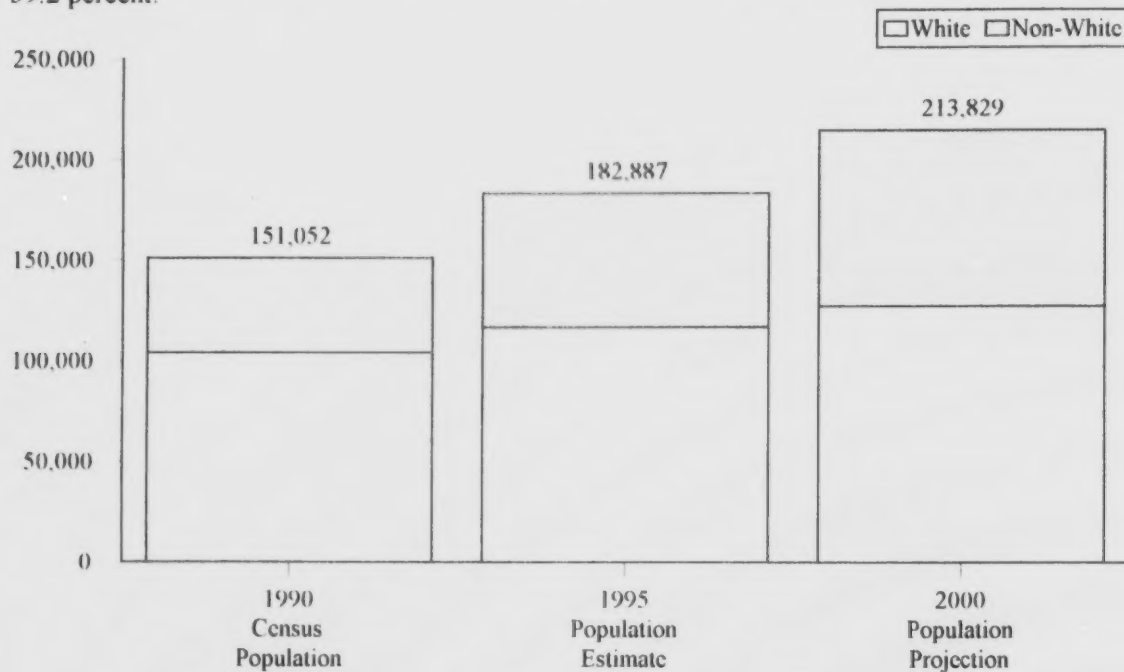
The district's adult population will continue to grow rapidly. The adult population is projected to increase by nearly 23,000 residents in 2000 from 1995, a growth of 17.2 percent. About 5 percent of the adults in the district take college courses. If the participation rate remains about the same, college enrollment should increase to about 7,750 by the year 2000.



Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District Racial/Ethnic Distribution of Population 1990, 1995 and 2000

The district's population is becoming increasingly ethnically and racially diverse. The Hispanic/Latino population is projected to increase by over 11,000 residents in 2000 from 1995, a growth of 31.3 percent. Although the number of white residents will increase by over 10,000 residents during the same time period, the percentage of whites in the total population will decrease to 59.2 percent.

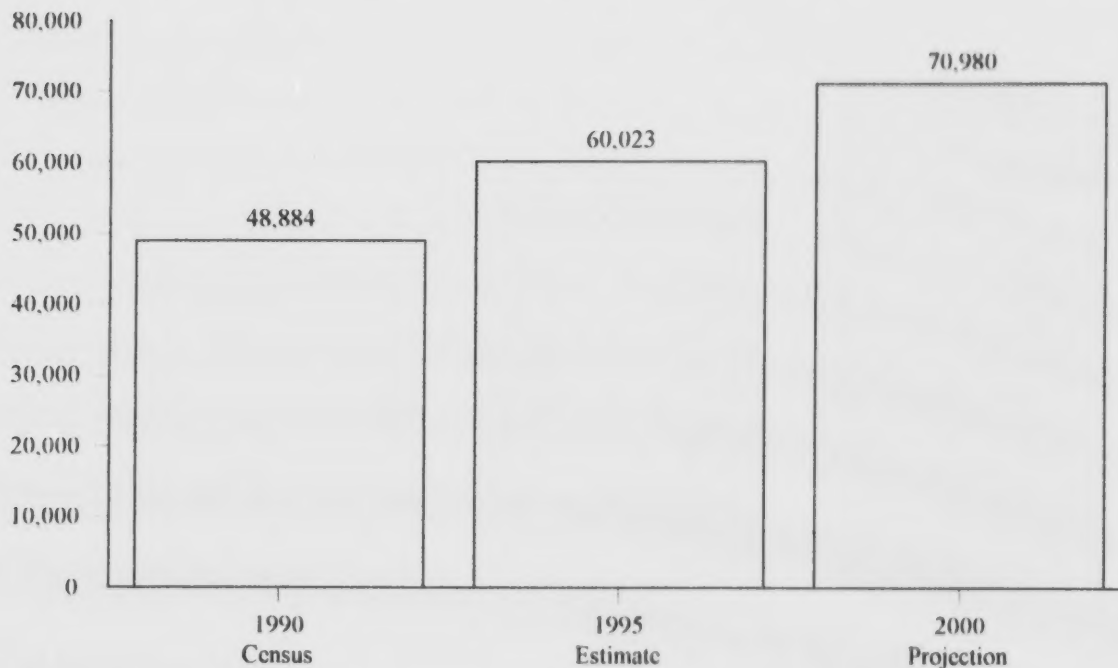


	N	%	N	%	N	%
African American	3,415	2.3	5,025	2.7	7,025	3.3
American Indian	870	0.6	813	0.4	768	0.4
Asian	6,533	4.3	10,121	5.5	13,599	6.4
Hispanic	25,676	17.0	36,505	20.0	47,912	22.4
White	103,897	68.8	116,398	63.6	126,679	59.2
Other	10,661	7.1	14,025	7.7	17,846	8.3
Total:	151,052	100.0	182,887	100.0	213,829	100.0

Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District Number of Households, 1990, 1995 and 2000

The number of households in the district will continue to grow rapidly. The number of households is projected to increase by nearly 11,000 in 2000 from 1995, a growth of 18.3 percent. With a projected population of 213,829 in the year 2000, the average household size is projected to be 3.0 individuals.



Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District

Household Income, 1990, 1995 and 2000

The number of district households with incomes of \$100,000 and above will continue to grow rapidly. The number of households with incomes of less than \$50,000 is projected to grow 6.8 percent from the 1990 Census to the year 2000, while the number of households with incomes of \$50,000 to \$99,999 is projected to grow by 24.4 percent and the number of households with incomes of \$100,000 and above is projected to grow by 288.7 percent.

Household Income	1990 Census		1995 Estimate		2000 Projection	
	N	%	N	%	N	%
\$1 - 9,999	2,215	4.5	2,757	4.6	3,171	4.5
\$10,000 - 19,999	3,291	6.7	4,167	6.9	4,407	6.2
\$20,000 - 29,999	4,117	8.4	4,339	7.2	4,727	6.7
\$30,000 - 39,999	5,688	11.6	5,363	8.9	4,941	7.0
\$40,000 - 49,999	6,663	13.6	6,245	10.4	6,232	8.8
\$50,000 - 59,999	6,449	13.2	6,548	10.9	5,357	7.5
\$60,000 - 74,999	8,030	16.4	8,798	14.7	9,144	12.9
\$75,000 - 99,999	7,150	14.6	10,071	16.8	12,402	17.5
\$100,000 - 124,999	2,867	5.9	5,936	9.9	8,666	12.2
\$125,000 - 149,000	1,057	2.2	2,623	4.4	5,452	7.7
\$150,000+	1,376	2.8	3,177	5.3	6,481	9.1
TOTAL:	48,884	100.0	60,023	100.0	70,980	100.0

Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District Educational Attainment of those age 25 and above, 1990, 1995 and 2000

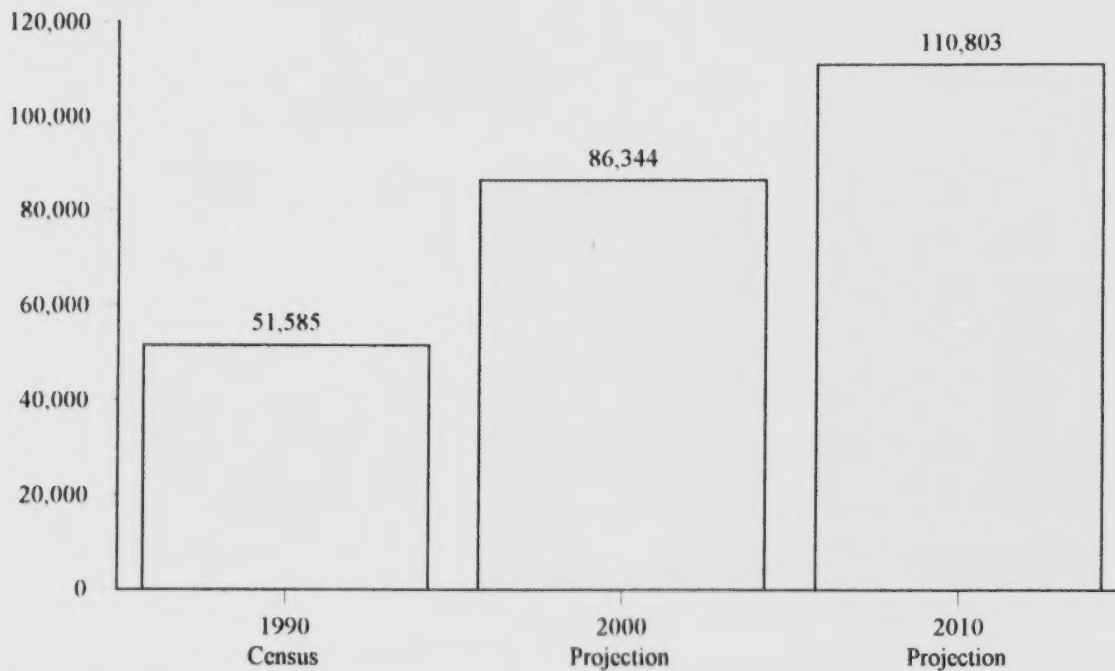
The number of adults, age 25 and above, with a Bachelor's degree of higher will continue to grow rapidly. The number of adults with "some college" or an "Associate degree" is projected to grow 36.5 percent from the 1990 Census to the year 2000. Adults with a high school degree or less are projected to grow by 38.5 percent during the same time period. The greatest growth is projected for those with a "Bachelor's degree" (44.8%) and a "graduate/professional degree" (50.6%).

Educational Attainment	1990 Census		1995 Estimate		2000 Projection	
	N	%	N	%	N	%
Less than grade 9	4,073	4.4	4,932	4.4	5,670	4.4
Some high school	9,819	10.5	11,933	10.6	13,797	10.6
High school	21,513	23.1	25,653	22.9	29,566	22.7
Some college	26,679	28.6	31,683	28.2	36,300	27.9
Associate degree	8,756	9.4	10,443	9.3	12,053	9.3
Bachelor's degree	16,021	17.2	19,608	17.5	23,200	17.8
Graduate/ professional degree	6,379	6.8	7,935	7.1	9,608	7.4
TOTAL:	93,240	100.0	112,187	100.0	130,194	100.0

Source: 1990 U.S. Census.
March 15, 1995 Urban Decision Systems, Inc. estimate.

Santa Clarita Community College District Employment Within District 1990, 2000 and 2010

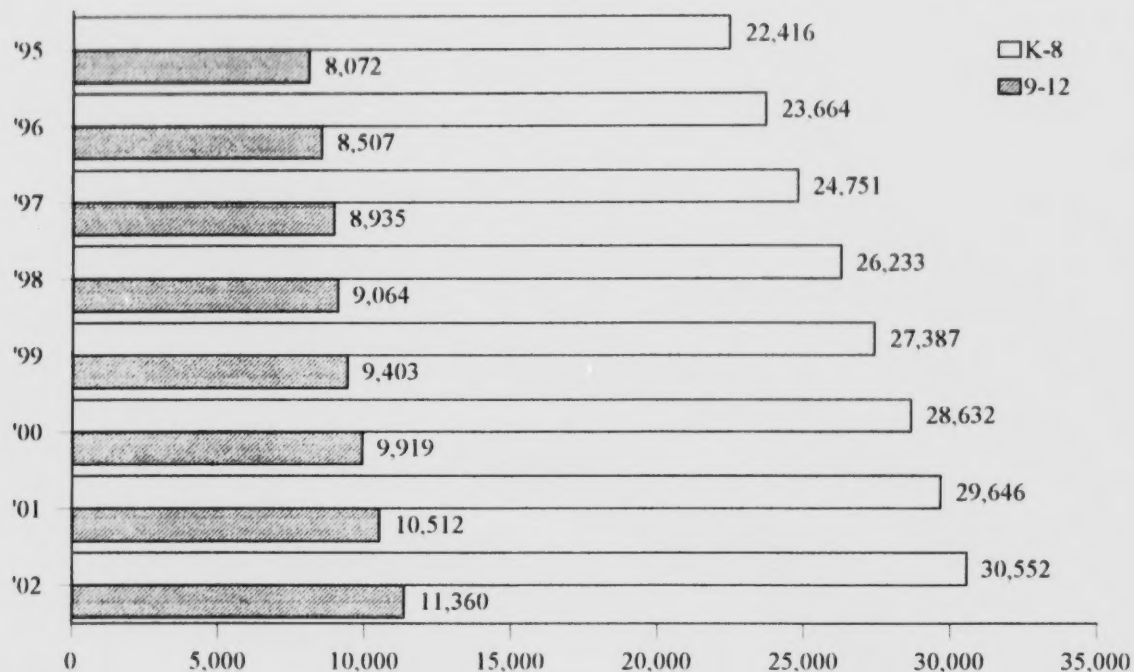
The number of jobs located within the district will continue to grow rapidly. Using projections from the Southern California Association of Governments to the year 2000, employment is projected to increase by nearly 35,000 jobs, a 67.4 percent increase over 1990 Census figures. Looking further ahead to the year 2010, employment is projected to more than double the 1990 Census figures.



Source: Southern California Association of Governments, Final Growth Forecast, 1994.

Actual/Projected Enrollment in Public Schools Located within the Santa Clarita Community College District, 1995 - 2002

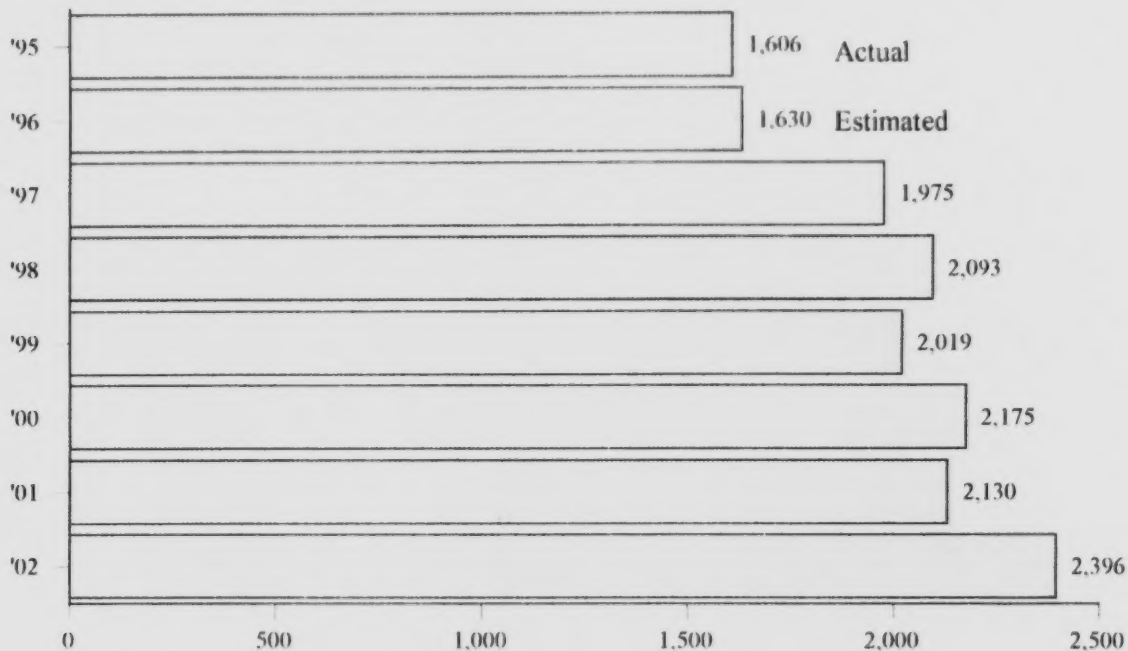
Enrollment in elementary and secondary schools in the district will continue to grow.
The number of students in K-8th grades is projected to increase by 36.3 percent and 9-12th grades by 40.7 percent from 1995 to 2002.



Source: William S. Hart Union High School District, District Projections as of November 1, 1995.

Actual/Projected Number of High School Graduates from the William S. Hart Union High School District

The number of high school graduates from the district will continue to grow. From 1995 to 2002, the number of graduates is projected to increase by 790, an increase of 49.2 percent.



Source: Actual numbers from William S. Hart Union High School District. Projections calculated by Office of Institutional Development, based on Grade 12 enrollment projections.

Post-Graduation Plans of June Hart District Graduates, 1991 - 1995

More than half of the June high school graduates from the district plan to attend a **community college**. As the closest community college, College of the Canyons continues to enroll the majority of these "community-college-bound" students.

Percentage of Students Selecting Each Choice

	1991	1992	1993	1994	1995
No. Responding	1278	1350	1199	1166	1298 *
1. <u>Attending College</u>					
A. University of California	6.4%	7.9%	8.2%	5.9%	9.1%
B. California State University	10.0	8.0	6.3	8.1	7.5
C. Four-year private college/university	9.5	9.5	11.8	13.5	11.0
D. Community college	52.7	53.6	55.1	52.7	51.1
E. Vocational/Technical college	2.8	4.1	3.2	3.7	2.3
F. Public out-of-state college/university	N/A	N/A	N/A	N/A	5.2
2. <u>Armed Forces</u>	3.3	3.3	3.0	5.0	3.8
3. <u>Work Full-time</u>	6.8	8.0	8.6	5.9	6.9
4. <u>Other</u>	8.5	5.6	3.8	5.3	6.8

* Several students checked more than one response.

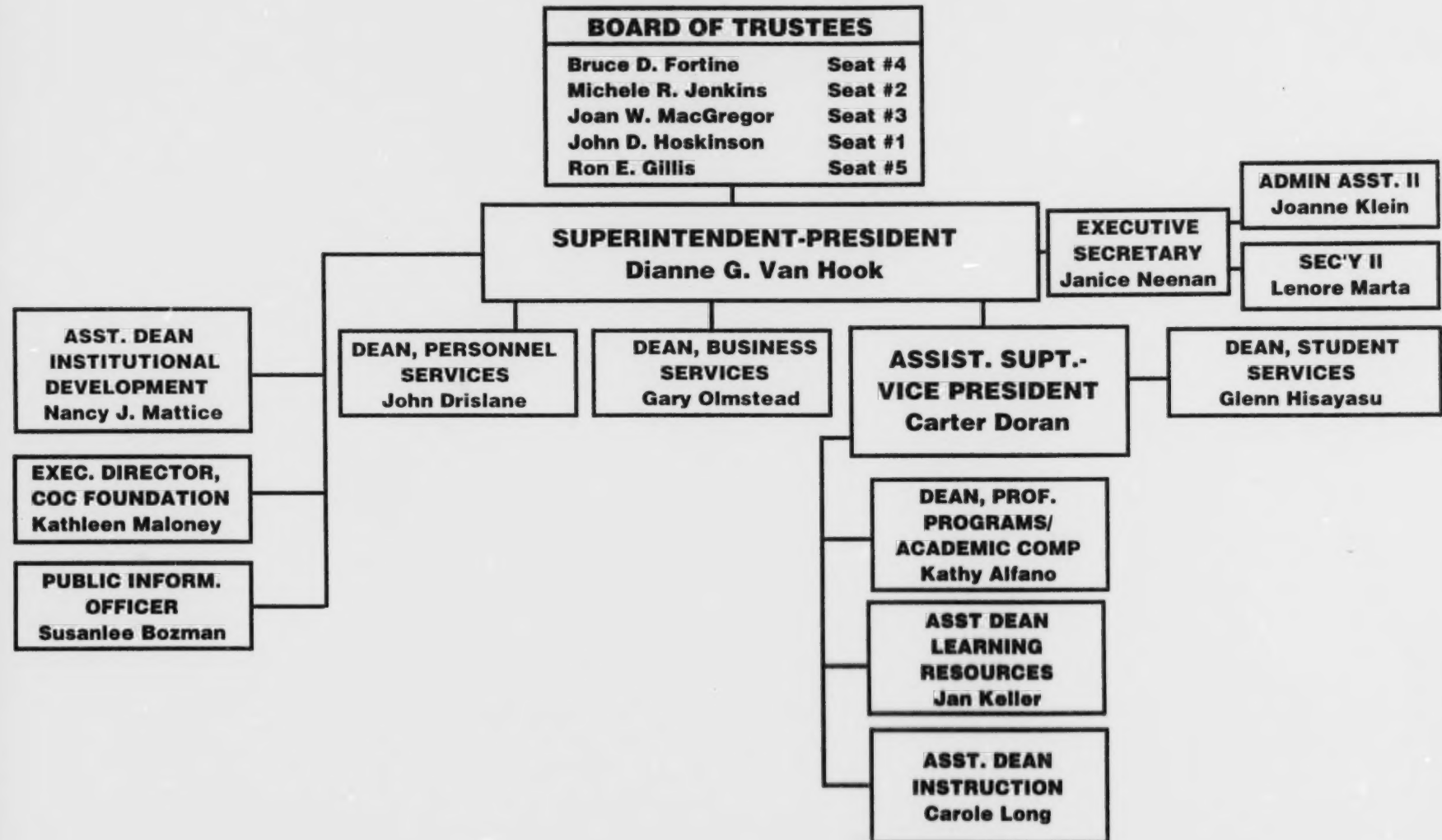
Source: Wexler, Gary J. Senior Report: Graduating Class of 1995. September 1995.

Part III: Organiztional Structure

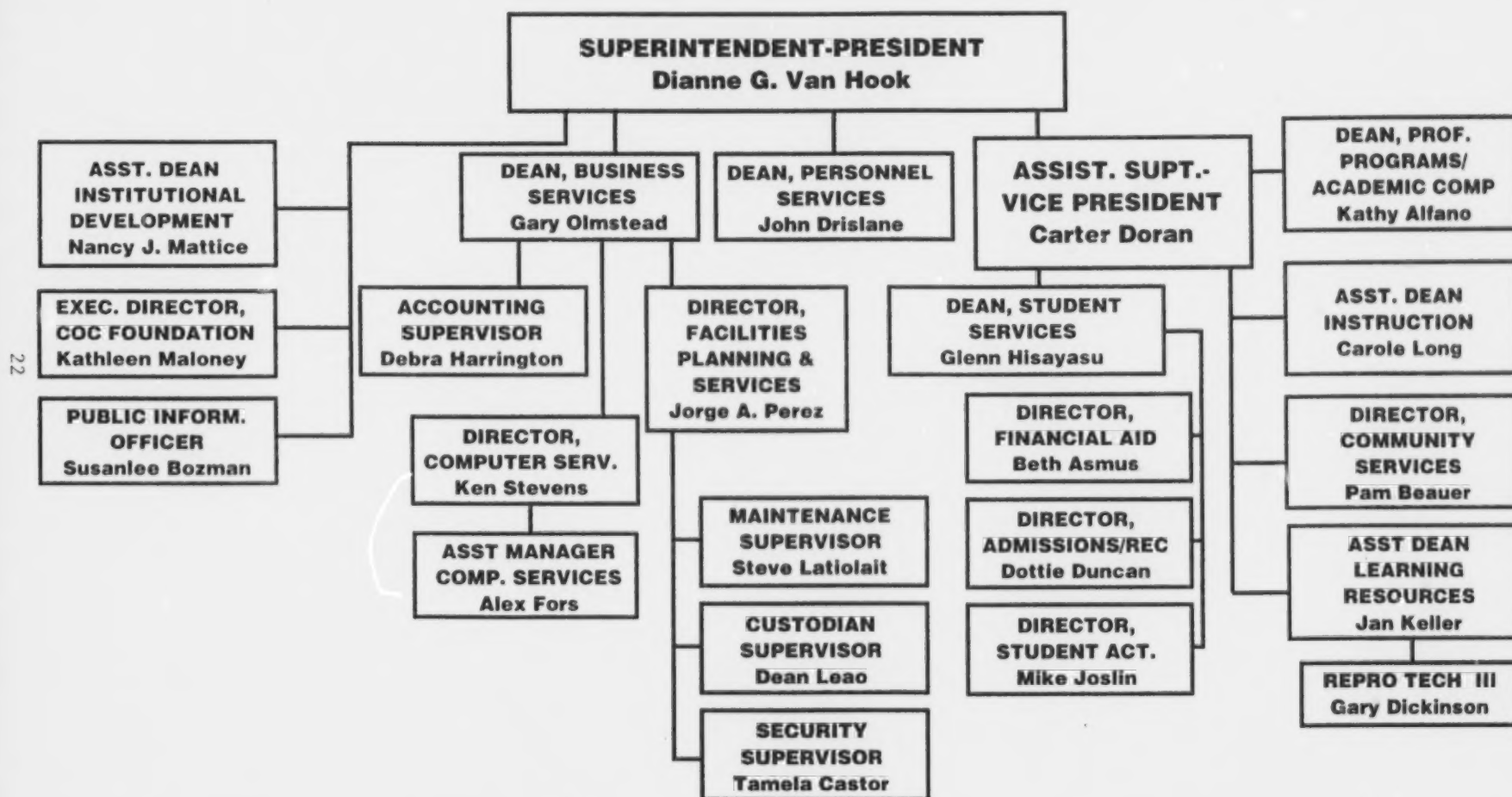
College of the Canyons

Santa Clarita Community College District

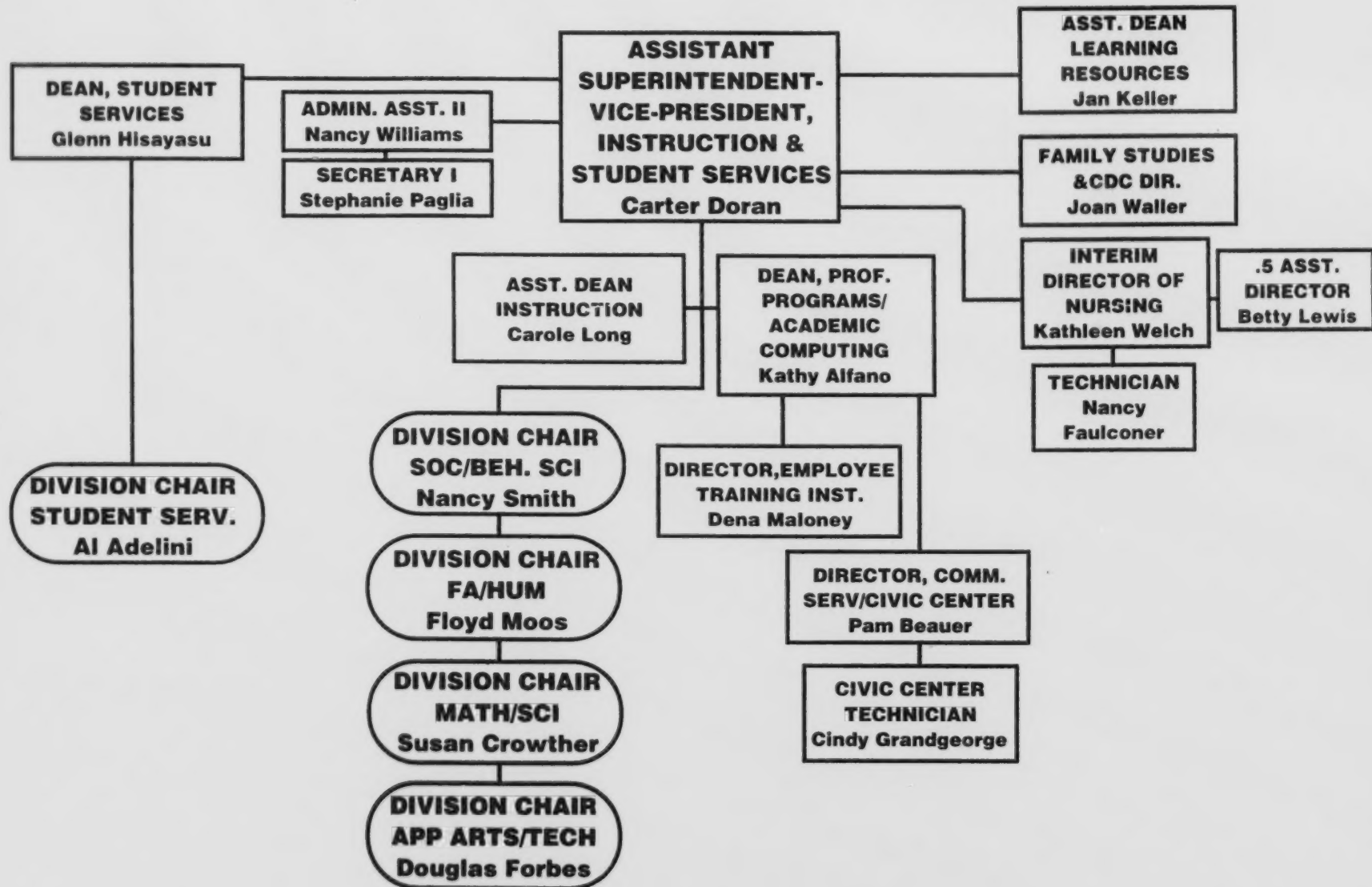
ORGANIZATIONAL CHART



Santa Clarita Community College District MANAGEMENT ORGANIZATIONAL CHART



INSTRUCTION



**APPLIED
ARTS/TECHNOLOGY
DIVISION**

**DIVISION CHAIR
Doug Forbes**

Admin. of Justice	Computer Electronics	Computer Science	Drafting	Env. Control
	Doug Forbes	Wallace Cox	Sylvia Sullivan	

Family Studies & ECE	Hotel/Restaurant Man.	Quality Tech.	Real Estate	Welding
Joan Waller Diane Stewart				Jack Compton

FINE ARTS/HUMANITIES DIVISION

DIVISION CHAIR
Floyd Moos

Art	Cinema	Dance	ESL	English
Joanne Julian Robert Walker	Donna Davidson Gary Peterson	Diana Stanich	Samuel Otoo	Diane Ayres Susan Cornner Donna Davidson Donald Heidt Betty Lid Floyd Moos Betty Spilker

French	German	Journalism	Music	Philosophy
	Don Heidt		Bernardo Feldman	Michael McMahan

Photography	Radio/TV	Spanish	Speech	Theatre
		Don Hellrigel	Victoria Leonard Gary Peterson	

MATH/SCIENCE DIVISION

DIVISION CHAIR Susan Crowther
--

Biological Sciences	Astronomy	Geology	Geography	Chemistry
Susan Crowther Betty Rose Don Takeda	Thomas Lawrence	Winston Wutkee	Winston Wutkee	Erik Eriksson James Anderson

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Health Sciences	Mathematics	Nursing	Physics
	Cherie Choate Lee Corbin Marlene Demerjian Joseph Gerda Thomas Lawrence Dennis Morrow Robert Patenaude Sydney Shanks Robert Tolar	Sally Didrickson Mary Heidt Elizabeth Lewis Mary Smith Virginia Soriano Kathleen Welch	Thomas Lawrence

SOCIAL/BEHAVIORAL SCIENCES DIVISION

DIVISION CHAIR Nancy Smith

Accounting	Anthropology	Business	Business Law
Dennis Bauwens Stanley Weikert	Roger Basham	Dennis Bauwens Carl Buckel	

Business Math	Economics	History	Info Management	Interdisc. Studies
Dennis Bauwens	Lea Templer	Michael Dermody Bradley Reynolds Lea Templer Winston Wutkee	Kathleen Clements Gloria McKimney	

Physical Education	Political Science	Psychology	Sociology
Len Mohney Gary Peterson Lee Smelser Diana Stanich	Michael Dermody Russell Richardson Lea Templer	Nancy Smith Rebecca Shepherd	Roger Basham Dale Smith

STUDENT SERVICES DIVISION

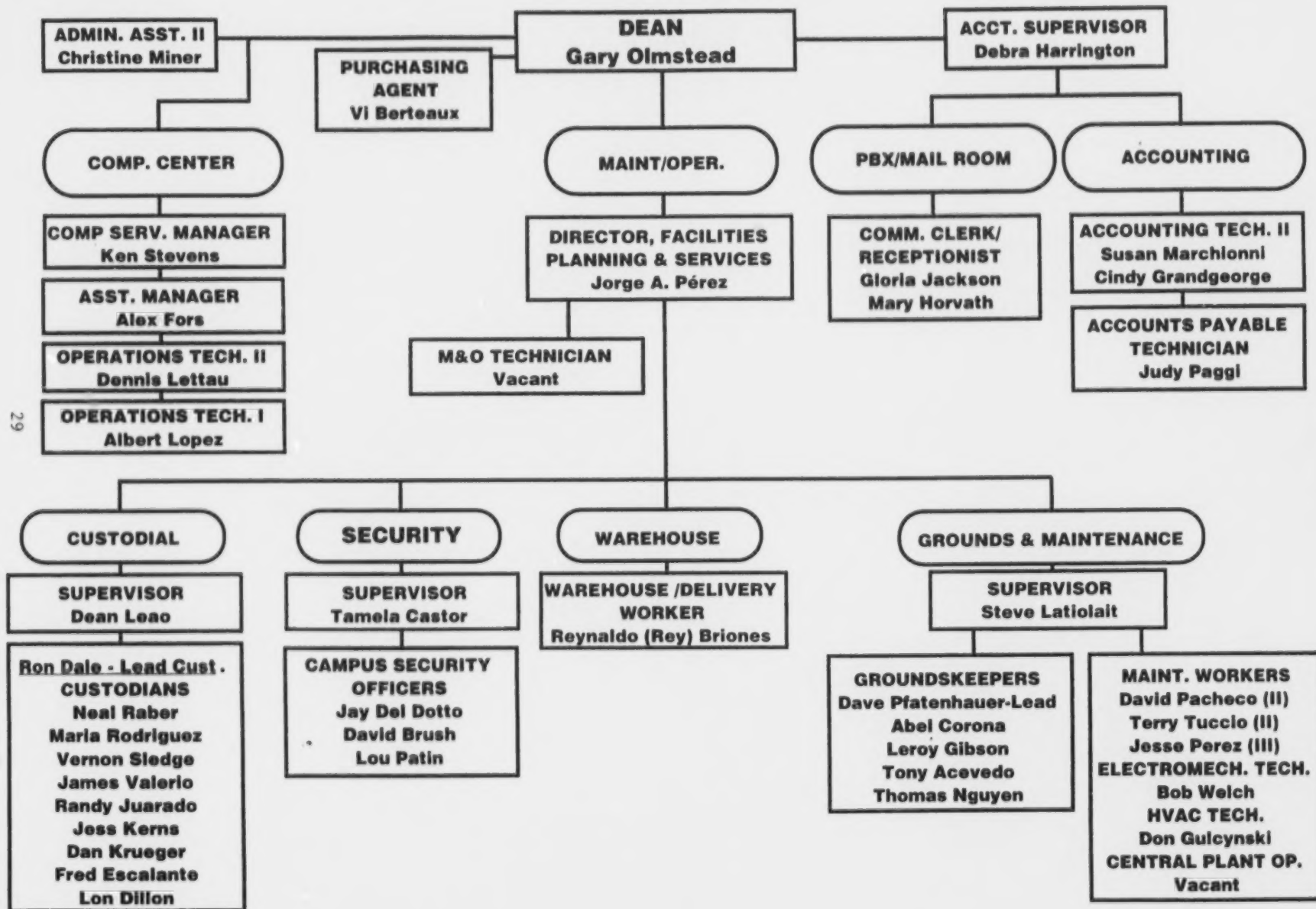
DIVISION CHAIR
Al Adelini

Athletics	DSP&S Bruce Pelkey Jane Feuerhelm	EOPS Stuart Ferdman	Health Center Marilyn Van Aken
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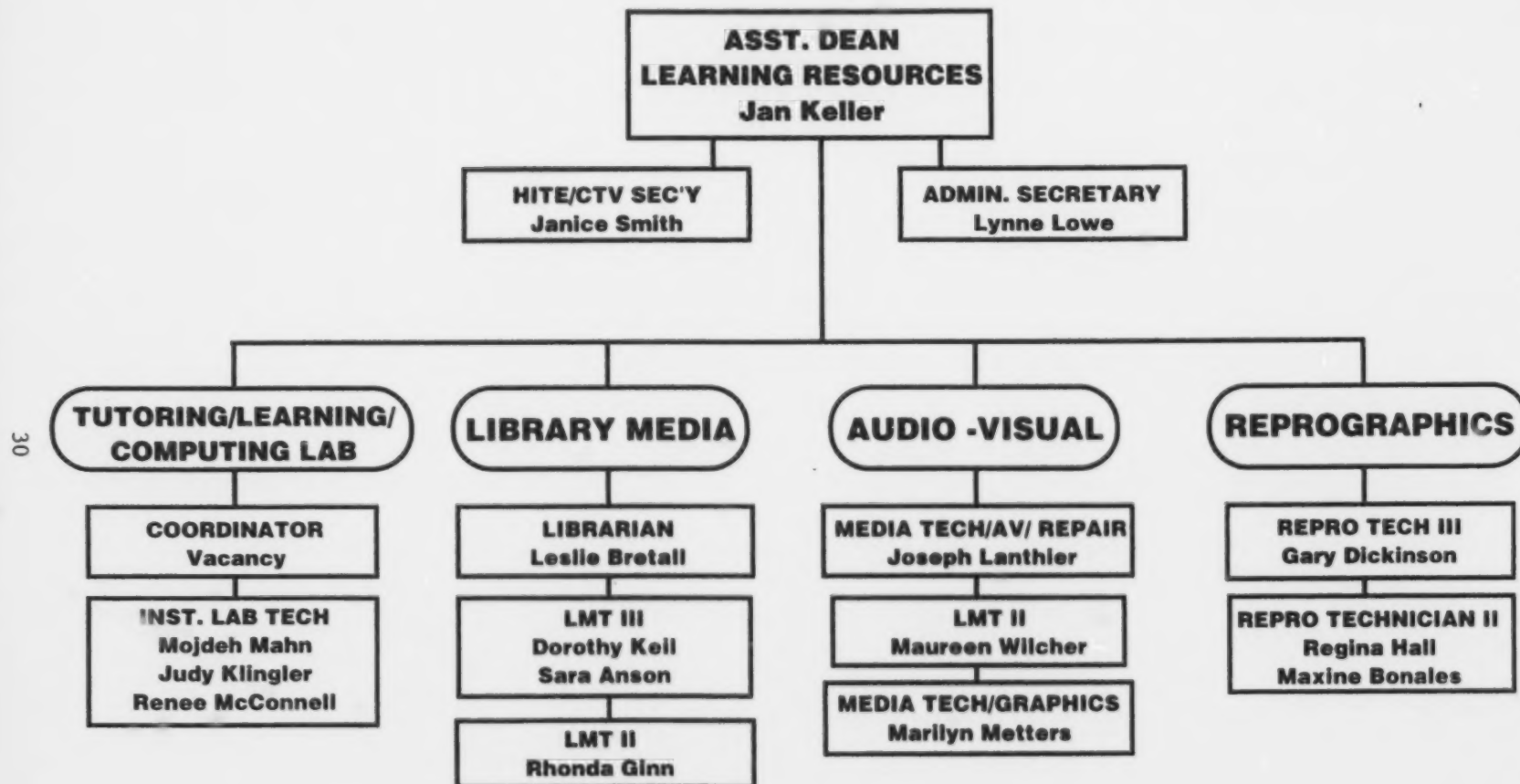
Personal Development Ben Sierra	Counseling Al Adelini Julie Gould Audrey Green Joan Jacobson Ben Sierra vacancy	Transfer Center
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BUSINESS SERVICES

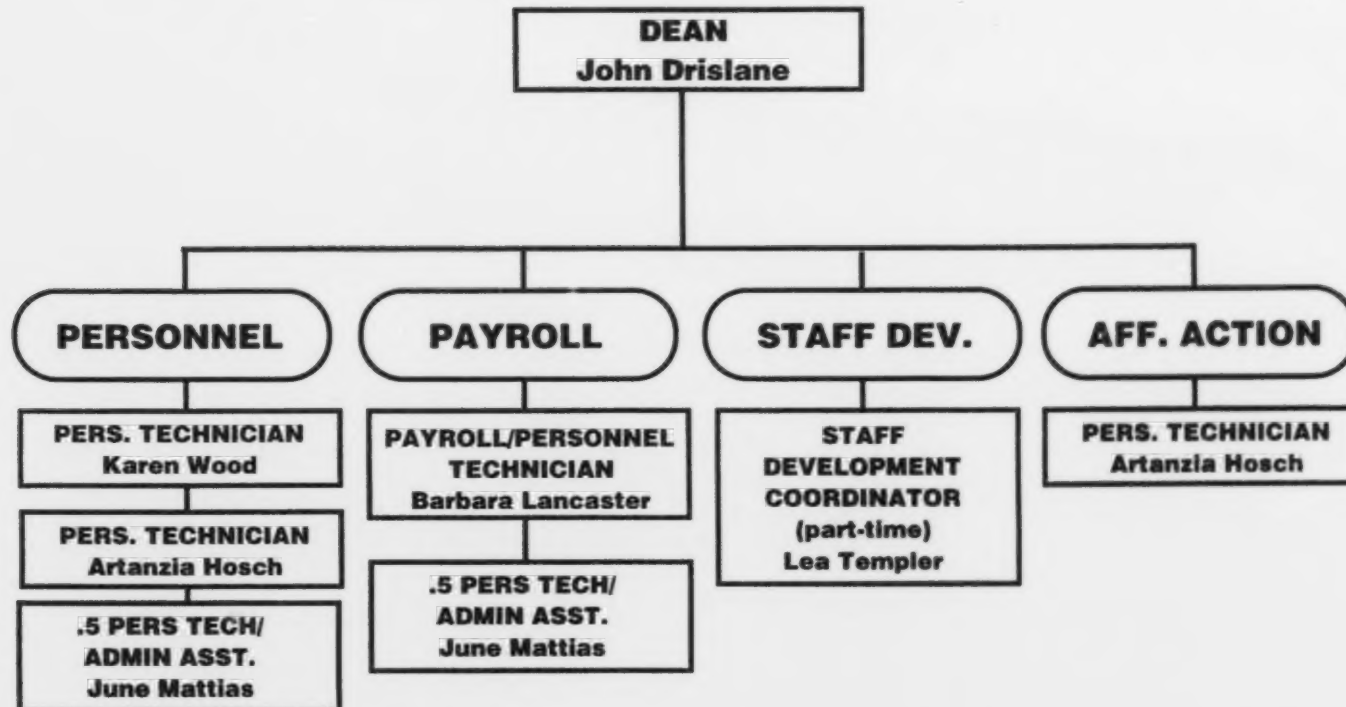


JD-8/96

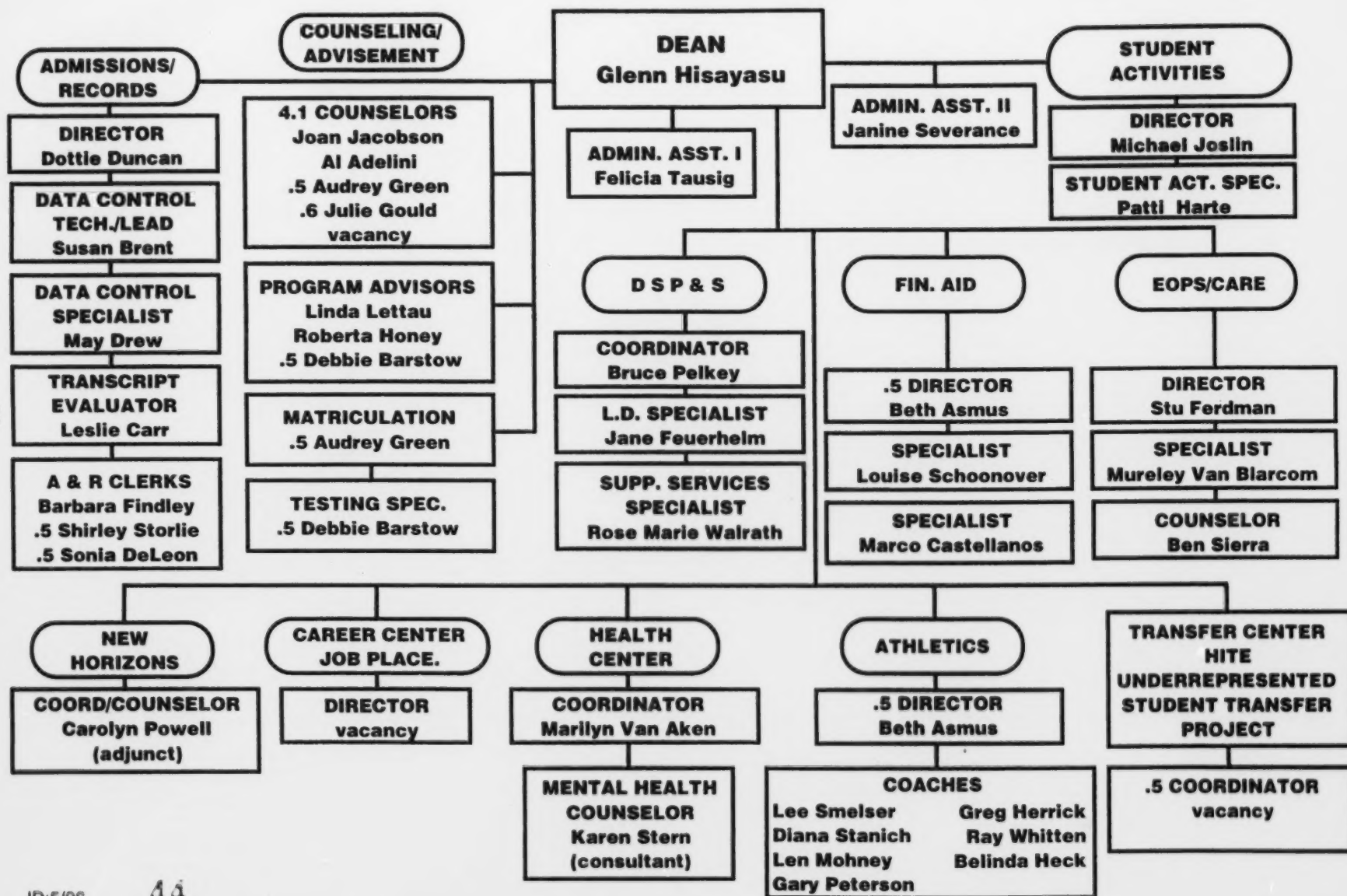
LEARNING RESOURCES



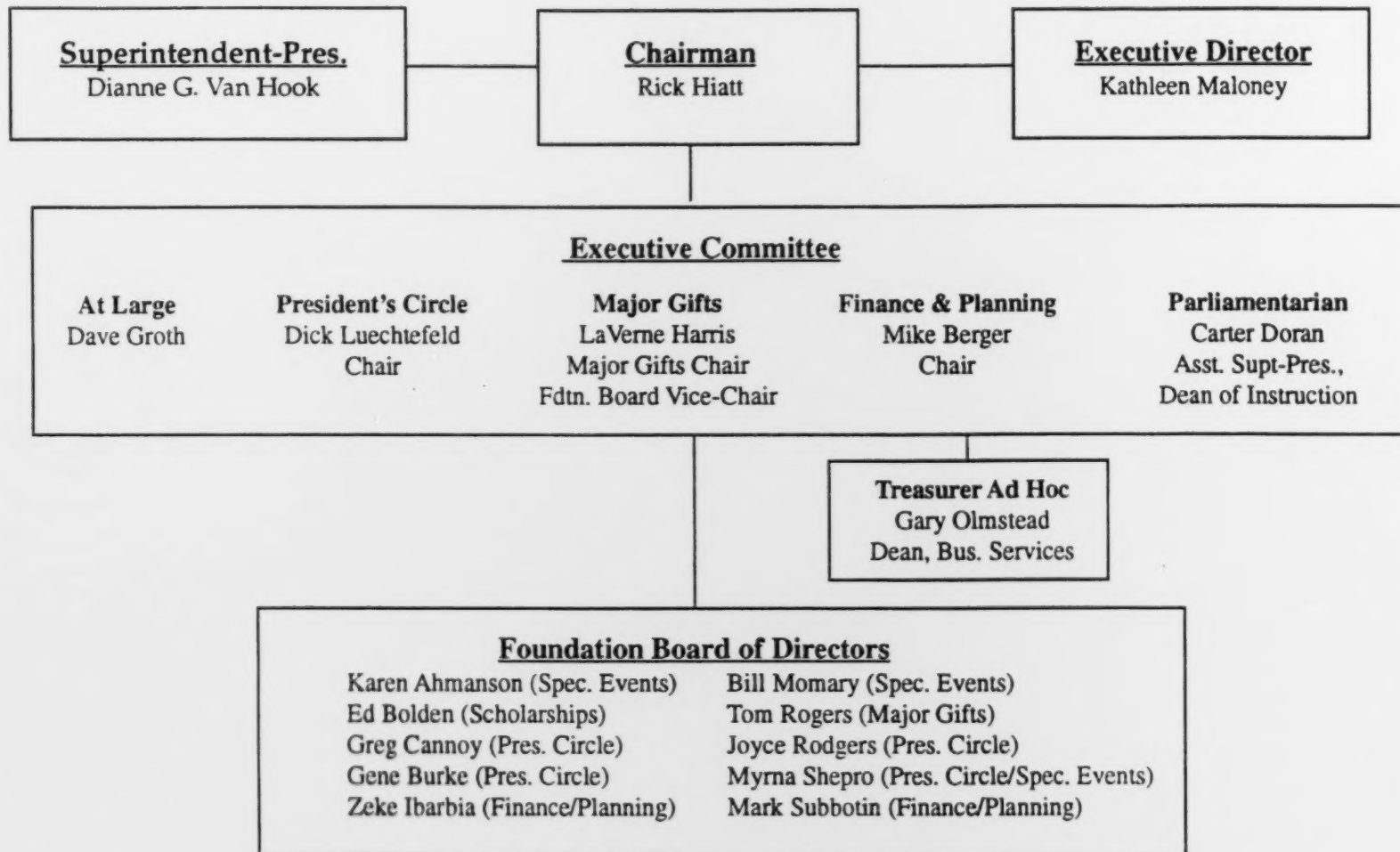
PERSONNEL SERVICES



STUDENT SERVICES



COLLEGE OF THE CANYONS FOUNDATION



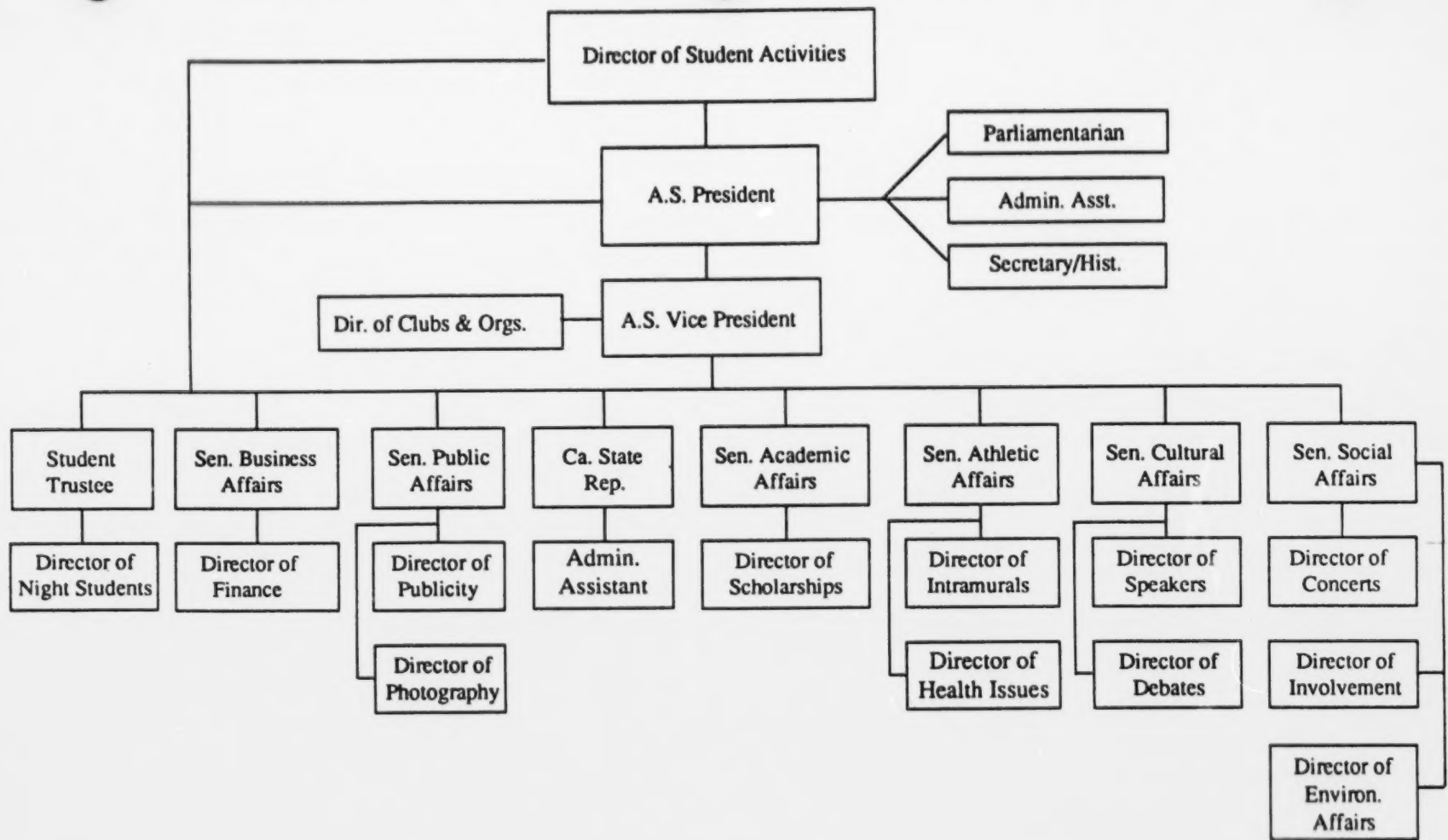
Emeritus

Al Adelini

B. J. Atkins

Tom Dierckman

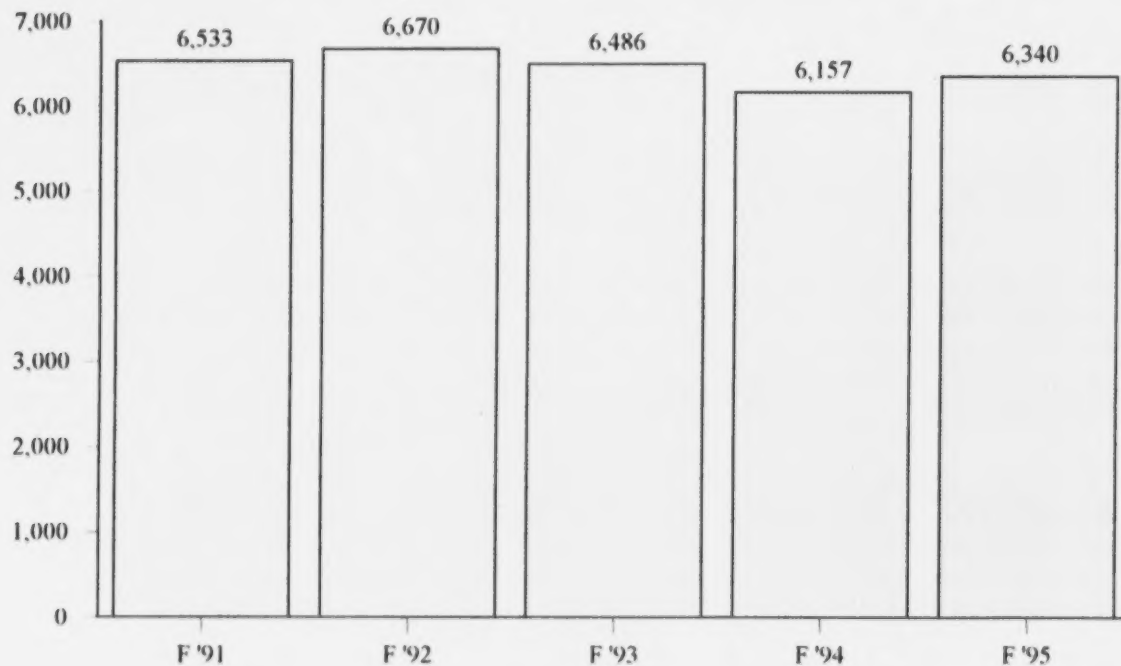
ASSOCIATED STUDENTS



Part IV: Student Enrollment

Total Enrollment Fall 1991 to Fall 1995

Fall Enrollment: Full-term headcount enrollment at College of the Canyons from Fall 1991 to Fall 1995 shows the impact of: (1) the differential fee of \$50.00 per unit imposed on students already holding a baccalaureate degree; and (2) the Northridge earthquake of January 1994. The drop in enrollment from the differential fee is evident in the lower Fall 1993 enrollment and the lower Fall 1994 enrollment reflects the impact of the earthquake. Fall 1995 began to show some recovery, with an enrollment increase of 3.0 percent over the previous fall semester.

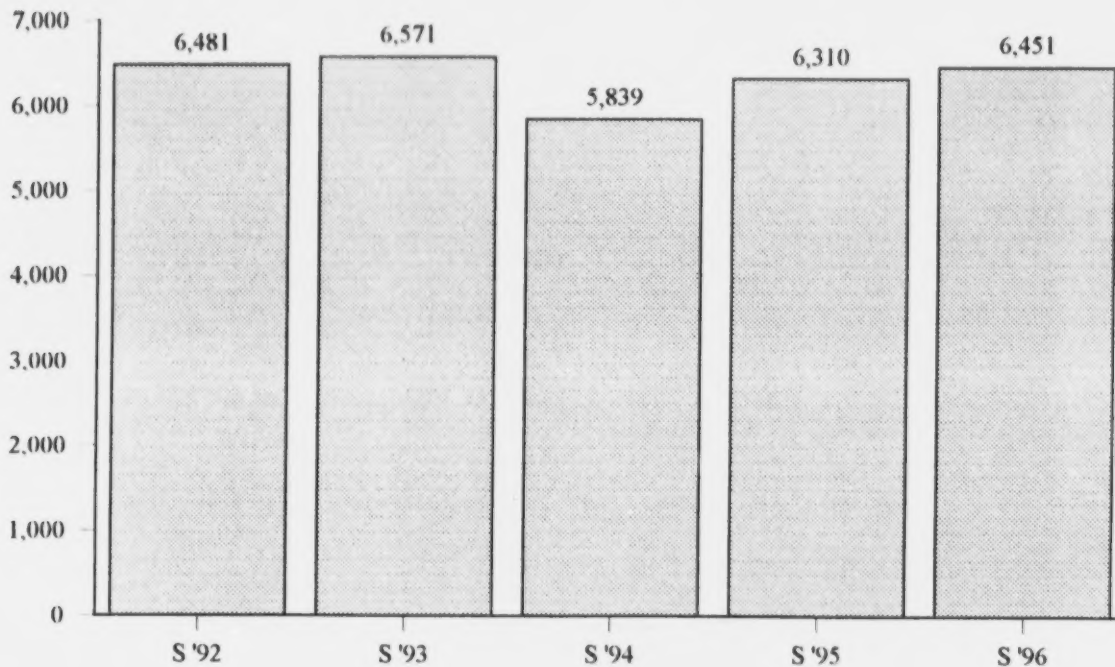


Annual Percentage Change:	--	+2.1%	-2.8%	-5.1%	+3.0%
Cumulative Percentage Change:	--	+2.1%	-0.7%	-5.8%	-3.0%

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Fall 1991 to Fall 1995.

Total Enrollment Spring 1992 to Spring 1996

Spring Enrollment: Full-term headcount enrollment from Spring 1992 to Spring 1996 shows the impact of the Northridge earthquake on college enrollment. The earthquake occurred just prior to the beginning of the Spring 1994 semester and enrollment during that semester decreased by 732 students from the previous Spring term, an 11.1 percent decrease. Enrollment rebounded in Spring 1995 and by Spring 1996 enrollment showed a near-recovery.

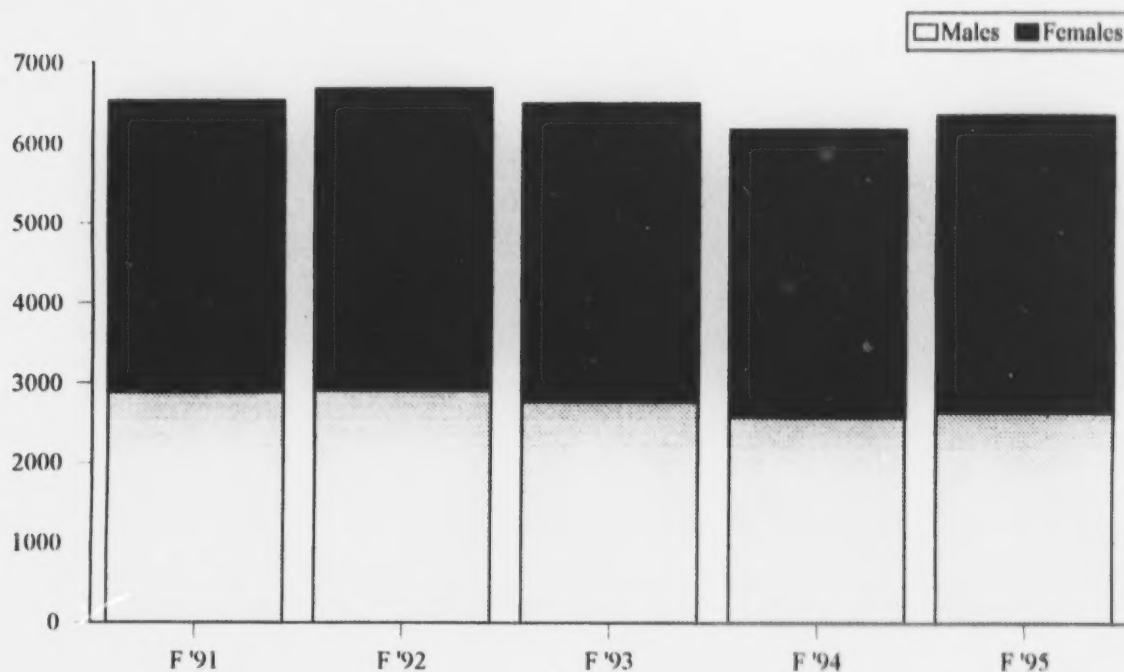


Annual Percentage Change:	--	+1.4%	-11.1%	+8.1%	+2.2%
Cumulative Percentage Change:	--	+1.4%	-9.9%	-2.6%	-0.5%

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Spring 1992 to Spring 1996.

Enrollment by Sex Fall 1991 to Fall 1995

Males decrease in number: From Fall 1991 to Fall 1995, enrollment of male students decreased 8.6 percent while female enrollment increased by 1.5 percent. Females made up 58.5 percent of the Fall 1995 student body. In comparison, women represented 56 percent of the Fall 1994 California Community College enrollment.



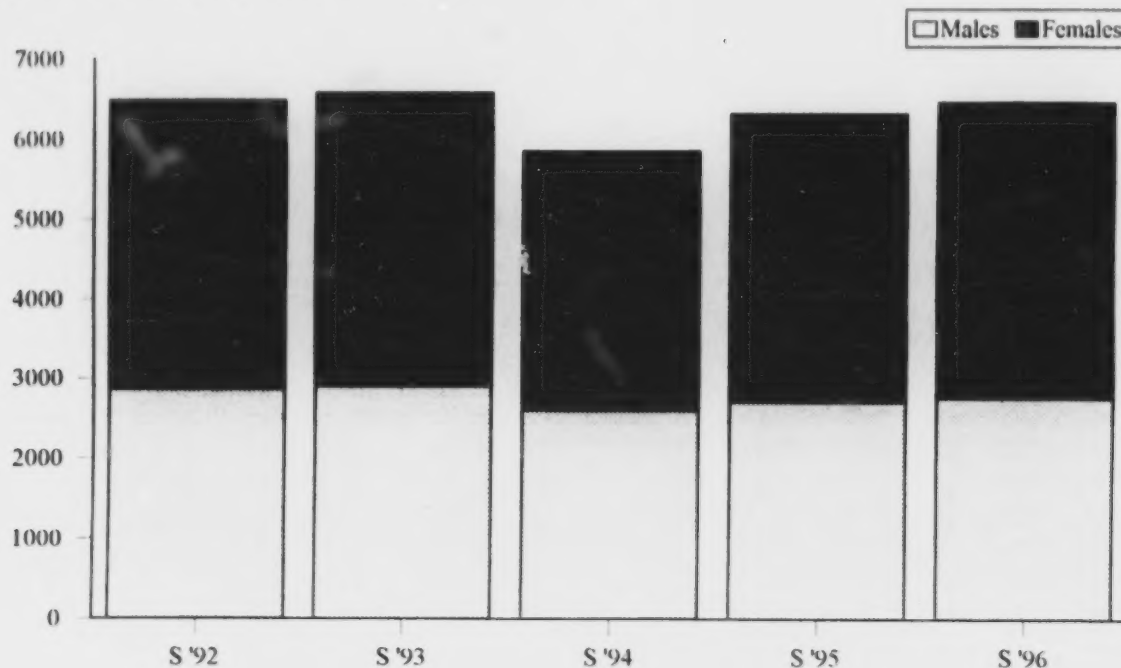
Gender	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
Female	3,655	56.0	3,762	56.4	3,726	57.4	3,589	58.3	3,710	58.5
Male	2,878	44.0	2,908	43.6	2,760	42.6	2,568	41.7	2,630	41.5
Total:	6,533	100.0	6,670	100.0	6,486	100.0	6,157	100.0	6,340	100.0

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison, Fall 1991 to Fall 1995.

California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment by Sex Spring 1992 to Spring 1996

Males decrease in number: From Spring 1992 to Spring 1996, enrollment of male students decreased by 3.8 percent while female enrollment increased by 2.2 percent. Females made up 57.3 percent of the Spring 1996 student body.



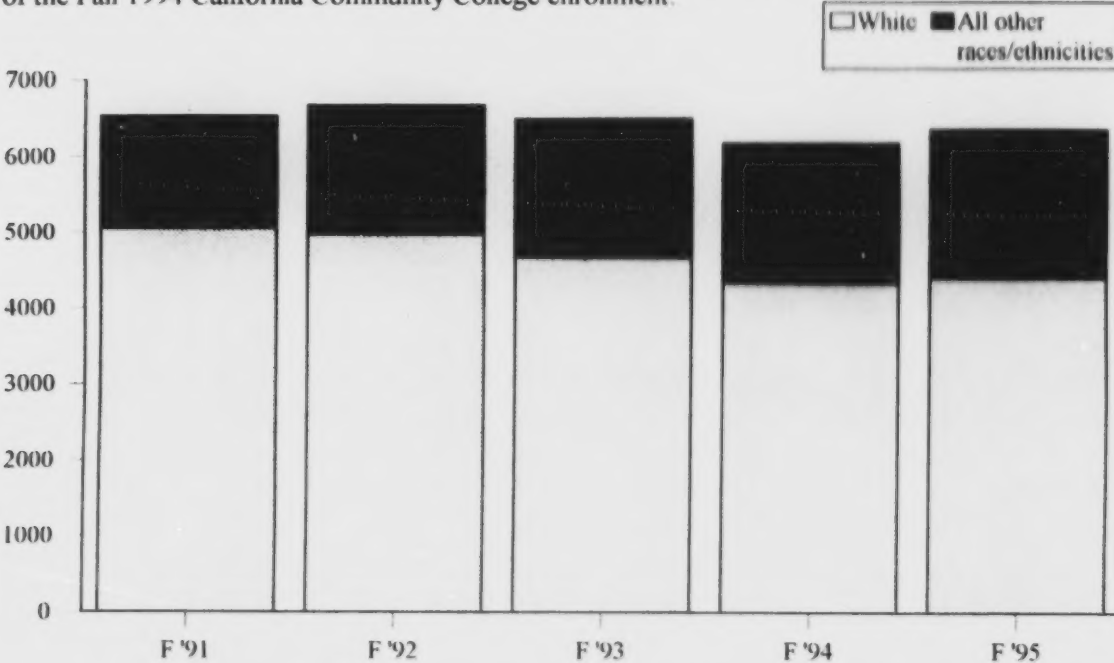
Gender	Spring 1992		Spring 1993		Spring 1994		Spring 1995		Spring 1996	
	N	%	N	%	N	%	N	%	N	%
Female	3,617	55.8	3,674	55.9	3,242	55.5	3,608	57.2	3,696	57.3
Male	2,864	44.2	2,897	44.1	2,597	44.5	2,702	42.7	2,755	42.7
Total:	6,481	100.0	6,571	100.0	5,839	100.0	6,310	100.0	6,451	100.0

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Spring 1992 to Spring 1996.

California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment by Race/Ethnicity
Fall 1991 to Fall 1995

Minorities increase in number: From Fall 1991 to Fall 1995 enrollment of white students decreased by 12.9 percent and enrollment of non-white students increased by 30.8 percent. Minorities made up 30.6 percent of the Fall 1995 student body. In comparison, whites represented 49 percent of the Fall 1994 California Community College enrollment.

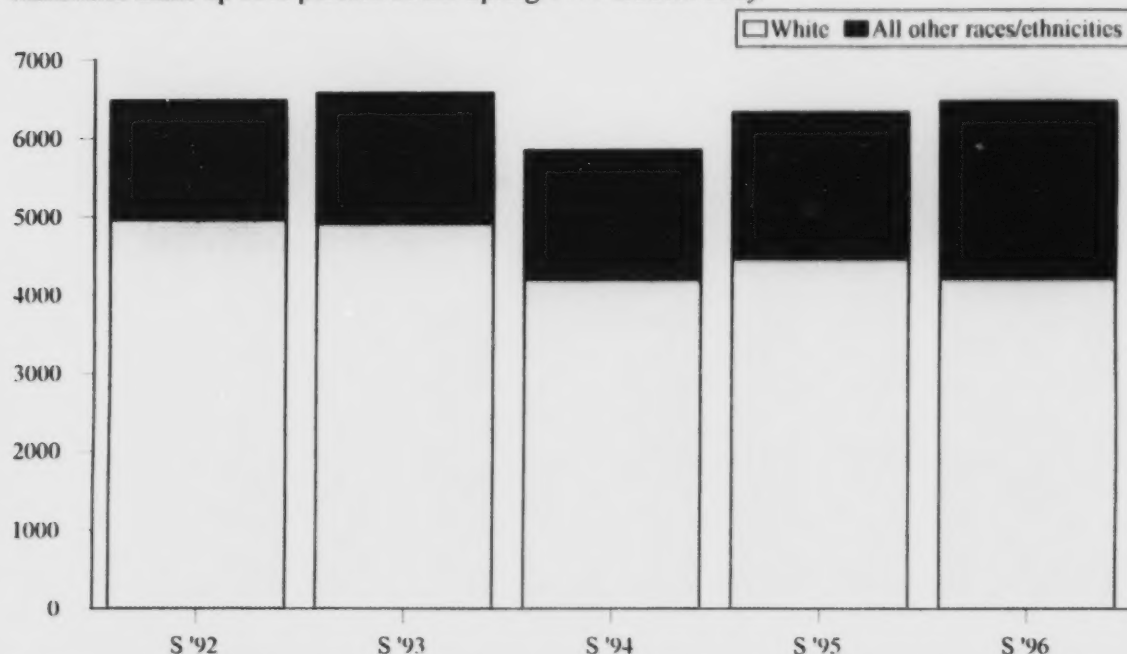


Race/ Ethnicity	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
White	5,049	77.3	4,966	74.5	4,664	71.9	4,332	70.4	4,399	69.4
Hispanic	801	12.3	960	14.4	1,070	16.5	1,075	17.5	1,173	18.5
Asian/Pac. Islander	310	4.7	328	4.9	311	4.8	316	5.1	306	4.8
Filipino	102	1.6	133	2.0	153	2.4	152	2.5	161	2.5
Black	149	2.3	161	2.4	166	2.6	152	2.5	162	2.6
Am. Ind./ Alaskan Native	38	0.6	46	0.7	57	0.9	66	1.1	65	1.0
Other Non- White	84	1.3	76	1.1	65	1.0	64	1.0	74	1.2
Total:	6,533	100.0	6,670	100.0	6,486	100.0	6,157	100.0	6,340	100.0

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Fall 1991 to Fall 1995. California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment by Race/Ethnicity Spring 1992 to Spring 1996

Minorities increase in number: From Spring 1992 to Spring 1996, enrollment of white students decreased by 15.2 percent and enrollment of non-white students increased by 40.8 percent. Minorities made up 33.2 percent of the Spring 1996 student body.

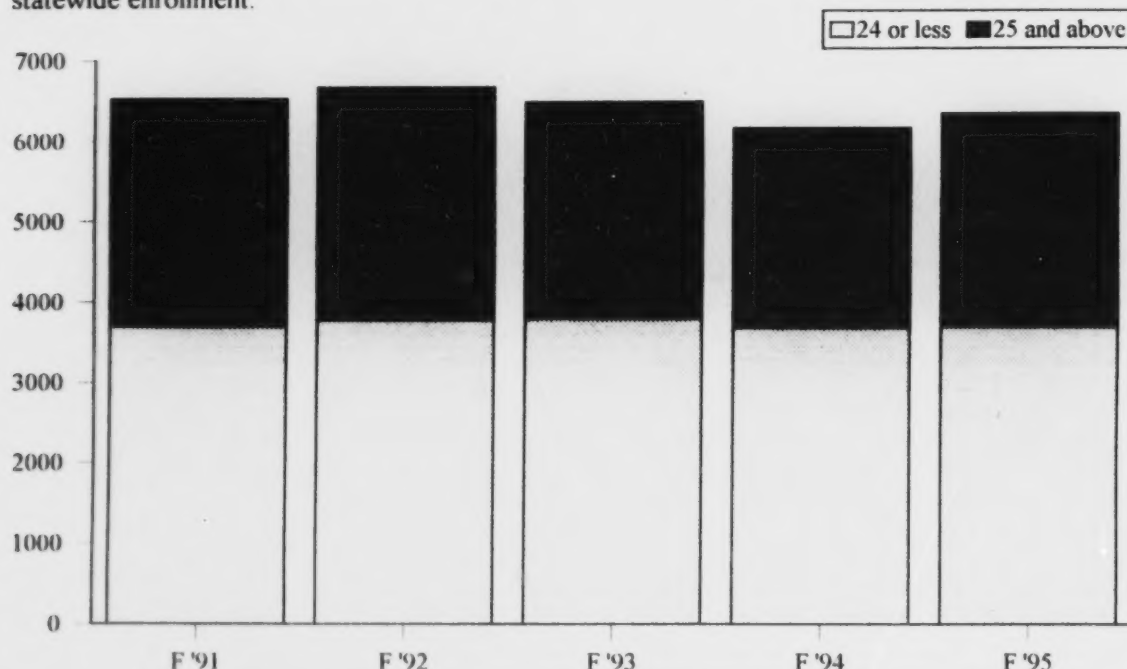


	S '92		S '93		S '94		S '95		S '96	
Race/ Ethnicity	Spring 1992 N	%	Spring 1993 N	%	Spring 1994 N	%	Spring 1995 N	%	Spring 1996 N	%
White	4,959	76.5	4,905	74.6	4,188	71.7	4,455	70.6	4,206	65.2
Hispanic	811	12.5	968	14.7	938	16.1	1,097	17.4	1,180	18.3
Asian/Pac. Islander	339	5.2	320	4.9	313	5.4	325	5.2	336	5.2
Filipino	104	1.6	117	1.8	141	2.4	142	2.3	176	2.7
Black	143	2.2	138	2.1	148	2.5	155	2.5	177	2.7
Am. Ind./ Alaskan Native	46	0.7	49	0.7	55	0.9	65	1.0	75	1.2
Other Non- White	79	1.2	74	1.1	56	1.0	71	1.1	199	3.1
Decline to State	--	--	--	--	--	--	--	--	102	1.6
Total:	6,481	100.0	6,571	100.0	5,839	100.0	6,310	100.0	6,451	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Spring 1992 to Spring 1996.
California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment by Age Groups Fall 1991 to Fall 1995

Younger students increase: From Fall 1991 to Fall 1995 enrollment of students in the "19 or less" age group was the only group that showed growth (+8.5 percent). All other age groups had a loss of students during that time. The greatest number of students were lost from the "20 - 24" year age group, with enrollment decreasing by nearly 100 students from Fall 1994 to Fall 1995. California Community College enrollment in Fall 1994 in the "19 or less" age group represented 19 percent of statewide enrollment.



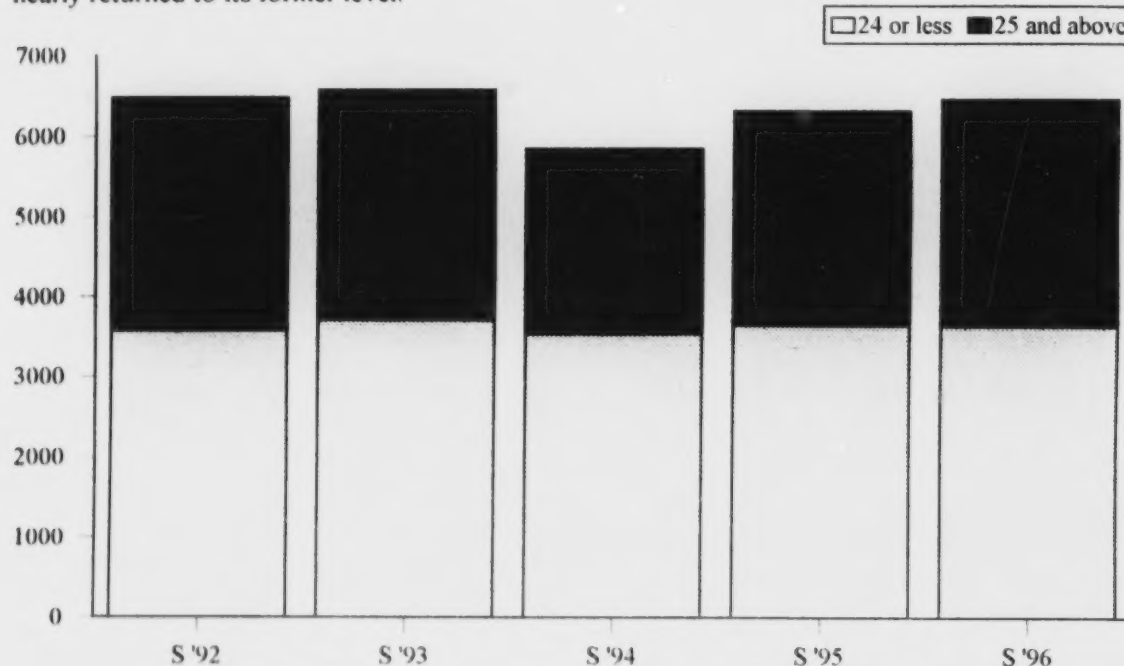
Age Groups	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
19 or less	1,715	26.3	1,747	26.2	1,820	28.1	1,749	28.4	1,860	29.3
20 - 24	1,979	30.3	2,020	30.3	1,966	30.3	1,920	31.2	1,823	28.8
25 - 29	811	12.4	801	12.0	745	11.5	747	12.1	763	12.0
30 - 34	652	10.0	703	10.5	691	10.7	607	9.9	604	9.5
35 - 39	532	8.1	549	8.2	512	7.9	456	7.4	504	7.9
40 - 49	601	9.2	614	9.2	585	9.0	525	8.5	596	9.4
50+	243	3.7	236	3.5	167	2.6	153	2.5	190	3.0
Total:	6,533	100.0	6,670	100.0	6,486	100.0	6,157	100.0	6,340	100.0

Source: California Community Colleges, Management Information System, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison, Fall 1991 to Fall 1995.

California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment by Age Groups Spring 1992 to Spring 1996

Younger students increase: From Spring 1992 to Spring 1996, enrollment of students in the "19 or less" age group showed the greatest increase of any age group (+9.5%). The "25 and above" age group showed the greatest enrollment loss as a result of the earthquake, dropping by 562 students from Spring 1993 to Spring 1994. The Spring 1996 enrollment of this older age group nearly returned to its former level.

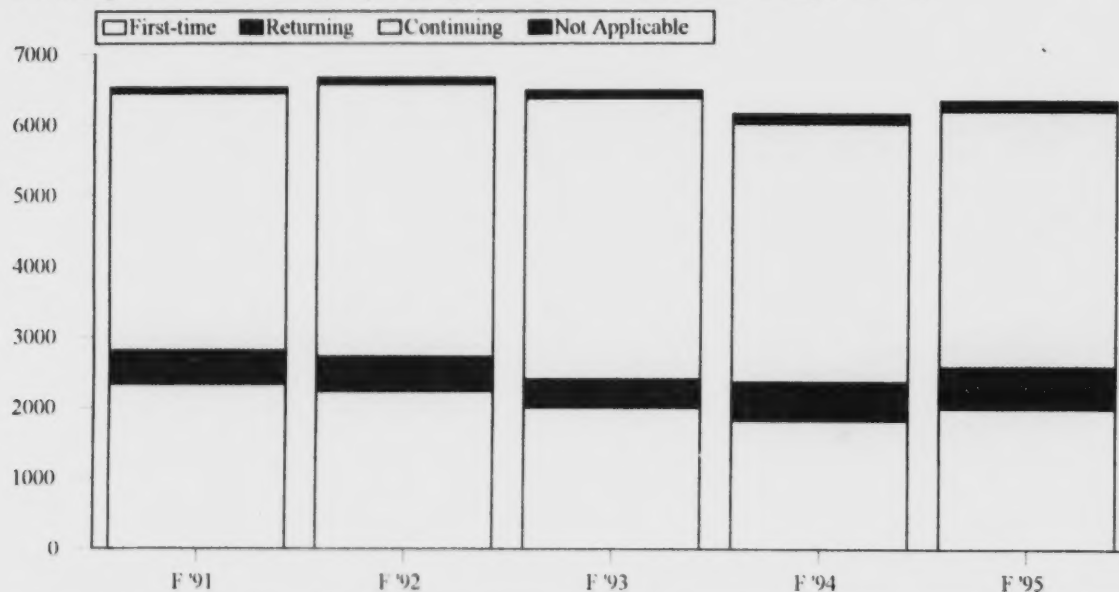


Race/ Ethnicity	Spring 1992		Spring 1993		Spring 1994		Spring 1995		Spring 1996	
	N	%	N	%	N	%	N	%	N	%
19 or less	1,554	24.0	1,614	24.6	1,654	28.3	1,695	26.9	1,702	26.4
20 - 24	2,013	31.1	2,081	31.7	1,871	32.0	1,936	30.7	1,920	29.8
25 - 29	827	12.8	850	12.9	669	11.5	806	12.8	835	12.9
30 - 34	689	10.6	683	10.4	599	10.3	605	9.6	634	9.8
35 - 39	551	8.5	556	8.5	412	7.1	509	8.1	524	8.1
40 - 49	605	9.3	563	8.6	487	8.3	586	9.3	630	9.8
50+	239	3.7	224	3.4	147	2.5	171	2.7	202	3.1
Unknown	3	0.1	--	--	--	--	2	0.0	4	0.1
Total:	6,481	100.0	6,571	100.0	5,839	100.0	6,310	100.0	6,451	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Spring 1992 to Spring 1996.
California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment Status Fall 1991 to Fall 1995

Returning students increase: From Fall 1991 to Fall 1995, new student enrollment (including First-time students and First-time transfers) decreased by 345 students or by 14.7 percent. During the same time period, returning students (including Returning students and Returning transfers) increased by 123 students or by 29.5 percent. Continuing student enrollment stayed about the same in number, but increased as a percentage of the total student body. Fifty-five percent of students attending California Community Colleges in Fall 1994 were continuing students.



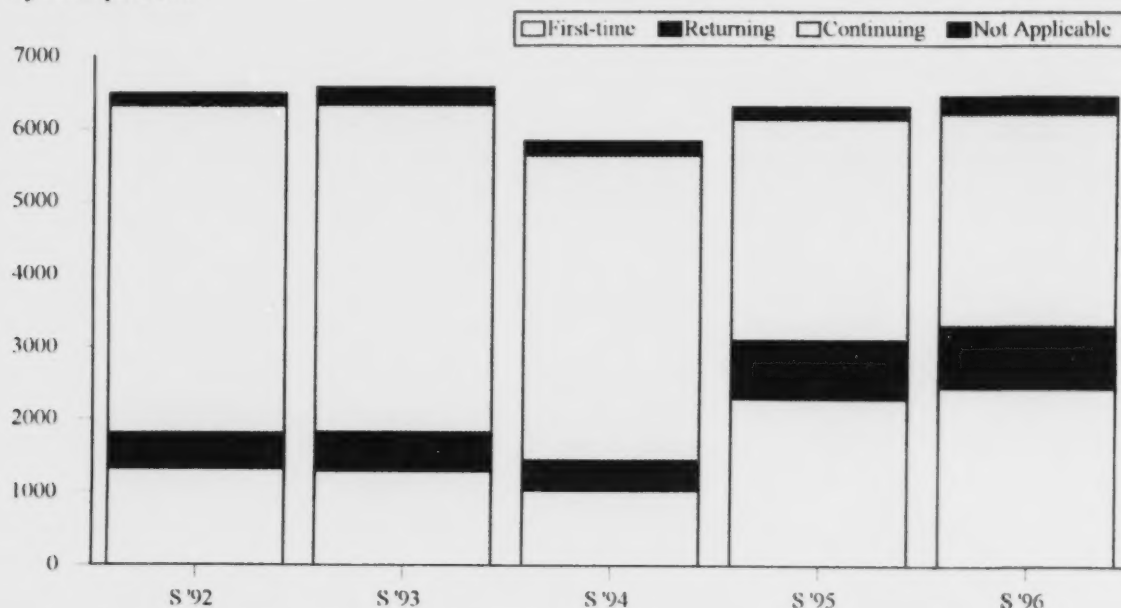
Enrollment Status	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
First-time student	1,388	21.2	1,337	20.0	1,237	19.1	1,148	18.6	1,297	20.5
First-time transfer	951	14.6	900	13.5	762	11.7	676	11.0	697	11.0
Returning transfer	113	1.7	90	1.4	87	1.3	96	1.6	132	2.1
Returning student	352	5.4	403	6.0	324	5.0	450	7.3	456	7.2
Continuing student	3,641	55.7	3,850	57.7	3,973	61.3	3,645	59.2	3,614	57.0
Not applicable	88	1.3	90	1.4	103	1.6	142	2.3	144	2.3
Total:	6,533	100.0	6,670	100.0	6,486	100.0	6,157	100.0	6,340	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison. Fall 1991 to Fall 1995.

California Community Colleges, Report on Enrollment 1993-94, December 1995.

Enrollment Status Spring 1992 to Spring 1996

First-time students increase: From Spring 1992 to Spring 1996, new student enrollment (including First-time students and First-time transfers) increased by 1,133 students or by 85.8 percent. During the same time period, returning students (including Returning students and Returning transfers) increased by 354 students or by 72.7 percent. Continuing student enrollment decreased by 1,585 or by 35.2 percent.

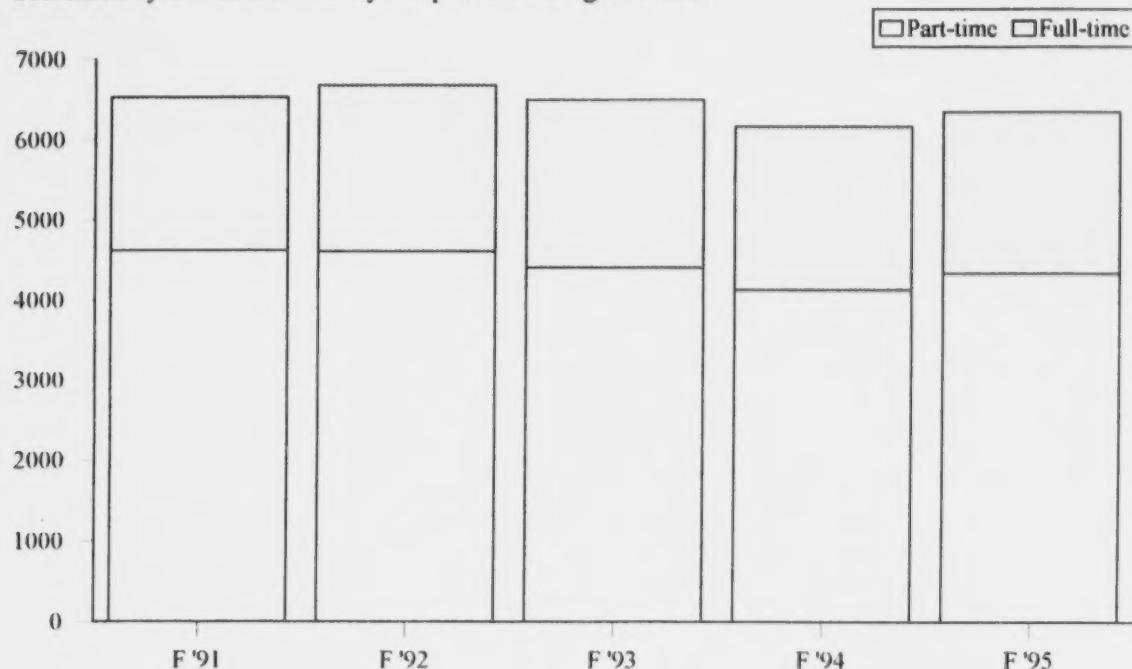


Enrollment Status	Spring 1992		Spring 1993		Spring 1994		Spring 1995		Spring 1996	
	N	%	N	%	N	%	N	%	N	%
First-time student	497	7.7	543	8.3	483	8.3	1,383	21.9	1,366	21.2
First-time transfer	824	12.7	752	11.4	554	9.5	912	14.5	1,088	16.9
Returning transfer	78	1.2	87	1.3	71	1.2	143	2.3	170	2.6
Returning student	409	6.3	438	6.7	332	5.7	665	10.5	671	10.4
Continuing student	4,509	69.6	4,513	68.7	4,211	72.1	3,035	48.1	2,924	45.3
Not applicable	164	2.5	238	3.6	188	3.2	172	2.7	232	3.6
Total:	6,481	100.0	6,571	100.0	5,839	100.0	6,310	100.0	6,451	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison, Spring 1992 to Spring 1996.
California Community Colleges, Report on Enrollment 1993-94, December 1995.

Full-time vs. Part-time Enrollment Fall 1991 to Fall 1995

Full-time enrollment increases: From Fall 1991 to Fall 1995, when overall enrollment decreased 3.0 percent, part-time enrollment decreased by 6.2 percent and full-time enrollment increased by 4.7 percent. Full-time enrollment showed little impact from the earthquake, decreasing by only 52 students or by 2.5 percent from Fall 1993 to Fall 1994. Part-time enrollment, however, decreased by 277 students or by 6.3 percent during that time.

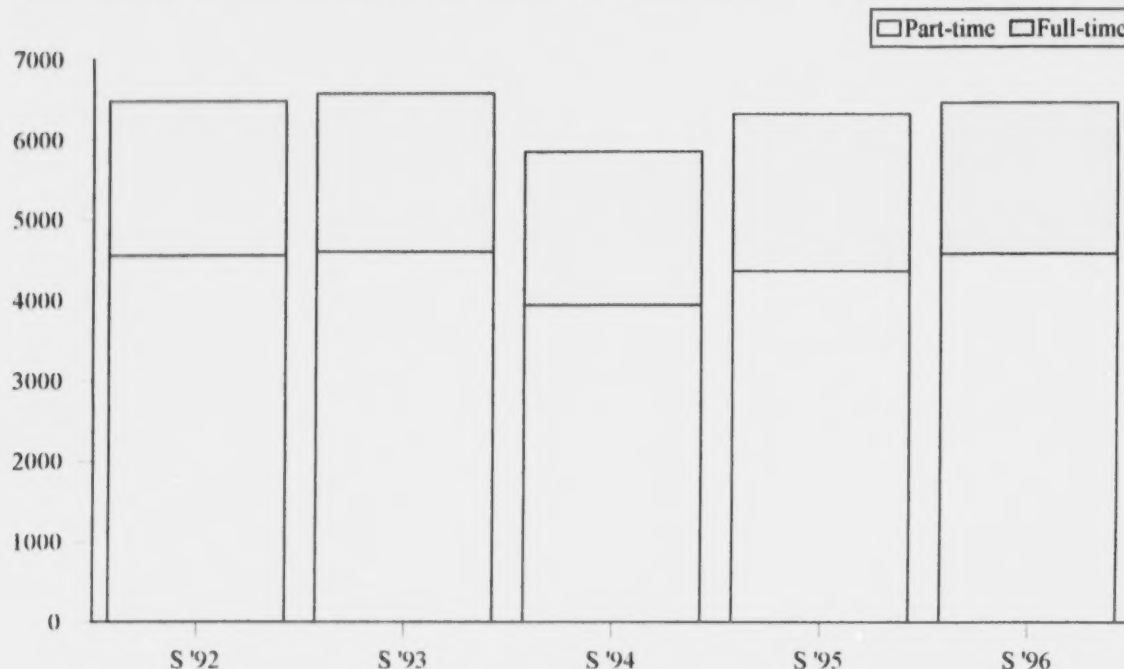


Number of units	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
Less than 12	4,612	70.6	4,601	69.0	4,396	67.8	4,119	66.9	4,328	68.3
12 or more	1,921	29.4	2,069	31.0	2,090	32.2	2,038	33.1	2,012	31.7
Total:	6,533	100.0	6,670	100.0	6,486	100.0	6,157	100.0	6,340	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison, Fall 1991 to Fall 1995.
California Community Colleges, Report on Enrollment 1993-94, December 1995.

Full-time vs. Part-time Enrollment Spring 1992 to Spring 1996

Earthquake affects part-time enrollment: From Spring 1992 to Spring 1996, when overall enrollment decreased by 0.5 percent, full-time enrollment decreased by 43 students or 2.2 percent and part-time enrollment increased by 11 students or 0.2 percent. Full-time enrollment showed less impact from the earthquake, decreasing by 65 students or 3.3 percent from Spring 1993 to Spring 1994. Part-time enrollment, however, decreased by 667 students or by 14.5 percent during that time.



Number of units	Spring 1992		Spring 1993		Spring 1994		Spring 1995		Spring 1996	
	N	%	N	%	N	%	N	%	N	%
Less than 12	4,556	70.3	4,600	70.0	3,933	67.4	4,354	69.0	4,567	70.8
12 or more	1,925	29.7	1,971	30.0	1,906	32.6	1,956	31.0	1,882	29.2
Total:	6,481	100.0	6,571	100.0	5,839	100.0	6,310	100.0	6,449	100.0

Source: California Community Colleges, MIS, Student Characteristic Comparison Report, Fullterm Reporting Student Headcount Comparison, Spring 1992 to Spring 1996.
California Community Colleges, Report on Enrollment 1993-94, December 1995.

Part V: Student Outcomes

Grades Awarded Fall 1991 to Fall 1995

Decrease in withdrawals: The earlier drop deadline was first instituted in Fall 1993. The change is evident in the (1) decreased number of withdrawals; and (2) the increased number of failed courses, with grades of F and NC, in Fall 1993 and succeeding fall semesters.

Grade Awarded	Fall 1991		Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	N	%	N	%	N	%	N	%	N	%
A	4,497	24.7	4,757	24.5	4,800	25.7	4,371	24.9	4,444	23.7
B	3,405	18.7	3,330	17.1	3,348	17.9	3,014	17.2	3,094	16.5
C	2,388	13.1	2,591	13.3	2,581	13.8	2,361	13.5	2,329	12.4
D	709	3.9	822	4.2	811	4.3	713	4.1	732	3.9
F	891	4.9	1,265	6.5	1,779	9.5	1,606	9.2	1,641	8.8
I	151	0.8	121	0.6	190	1.0	145	0.8	156	0.8
W	3,721	20.4	3,928	20.2	2,671	14.3	2,691	15.4	2,656	14.2
CR	754	4.1	772	4.0	986	5.3	1,161	6.6	1,391	7.4
NC	173	0.9	249	1.3	428	2.3	593	3.4	557	3.0
In progress	1	0.0	24	0.1	20	0.1	15	0.1	23	0.1
Ungraded	1,549	8.5	1,596	8.2	1,061	5.7	855	4.9	1,715	9.2
All grades:	18,239	100.0	19,455	100.0	18,675	100.0	17,525	100.0	18,738	100.0

Source: California Community Colleges, Management Information System, Enrollment Comparison Report. Fall 1991 to Fall 1995.

Grades Awarded Spring 1992 to Spring 1996

Decrease in withdrawals: The earlier drop deadline was first instituted in Fall 1993. The change is evident in (1) the decreased number of withdrawals; and (2) the increased number of failed courses, with grades of F and NC in Spring 1994 and succeeding spring semesters.

Grade Awarded	Spring 1992		Spring 1993		Spring 1994		Spring 1995		Spring 1996	
	N	%	N	%	N	%	N	%	N	%
A	N/A		4,827	26.5	4,299	26.2	4,794	27.3	4,680	25.5
B	N/A		3,408	18.7	2,858	17.4	3,228	18.4	3,114	17.0
C	N/A		2,395	13.1	2,350	14.3	2,180	12.4	2,224	12.1
D	N/A		763	4.2	756	4.6	648	3.7	702	3.8
F	N/A		1,226	6.7	1,493	9.1	1,598	9.1	1,532	8.4
I	N/A		133	0.7	156	1.0	188	1.1	115	0.6
W	N/A		3,432	18.8	2,846	17.3	2,508	14.3	2,577	14.1
CR	N/A		719	3.9	643	3.9	999	5.7	1,124	6.1
NC	N/A		221	1.2	301	1.8	549	3.1	529	2.9
In progress	N/A		24	0.1	18	0.1	16	0.1	57	0.3
Ungraded	N/A		1,072	5.9	697	4.2	868	4.9	1,668	9.1
All grades:	N/A		18,220	100.0	16,417	100.0	17,576	100.0	18,322	100.0

Source: California Community Colleges, Management Information System, Enrollment Comparison Report. Spring 1993 to Spring 1996.

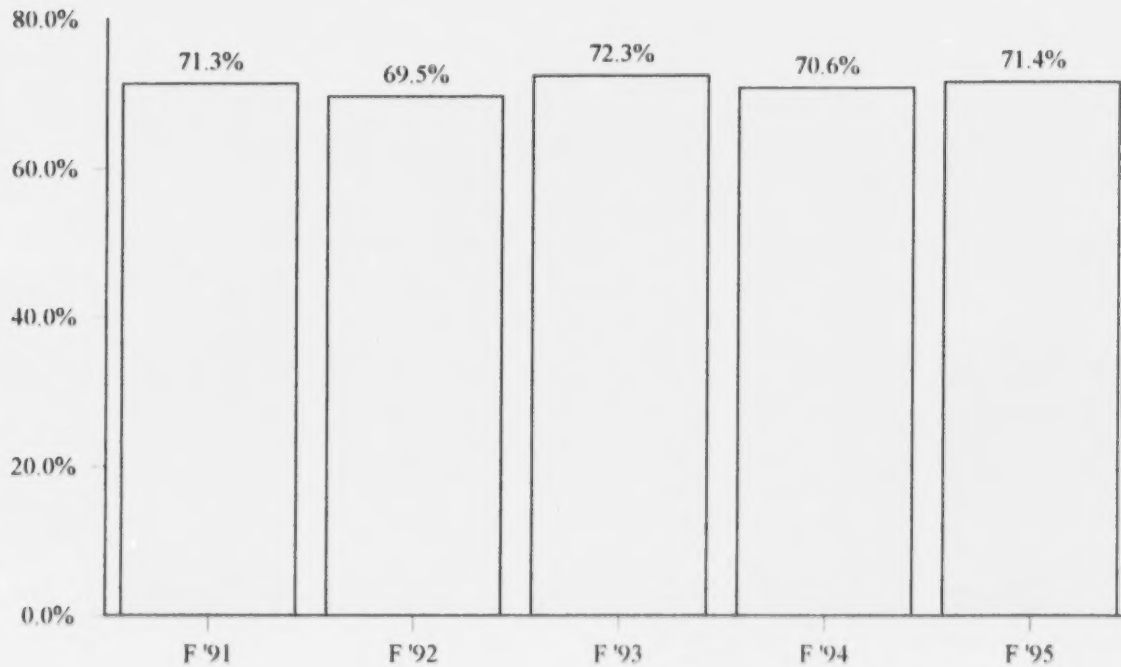
Course Retention Rate **Percent of Students Retained in Courses** **out of Total Enrolled in Courses** **Fall 1991 to Fall 1995**

Course retention remains stable: The course retention rate varied by less than 2.0 percent from Fall 1991 to Fall 1995.

The course retention definition counts only those students that were known to have maintained their enrollment through the conclusion of one or more of their courses, whether or not they successfully completed any courses that term.

Numerator: Number of students (duplicated) with A, B, C, D, CR, I (x 100)

Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I



Numerator:	11,904	12,393	12,716	11,765	12,146
Denominator:	16,689	17,835	17,594	16,655	17,000

Source: California Community Colleges Management Information System, Enrollment Comparison Report, Fall 1991 to Fall 1995.

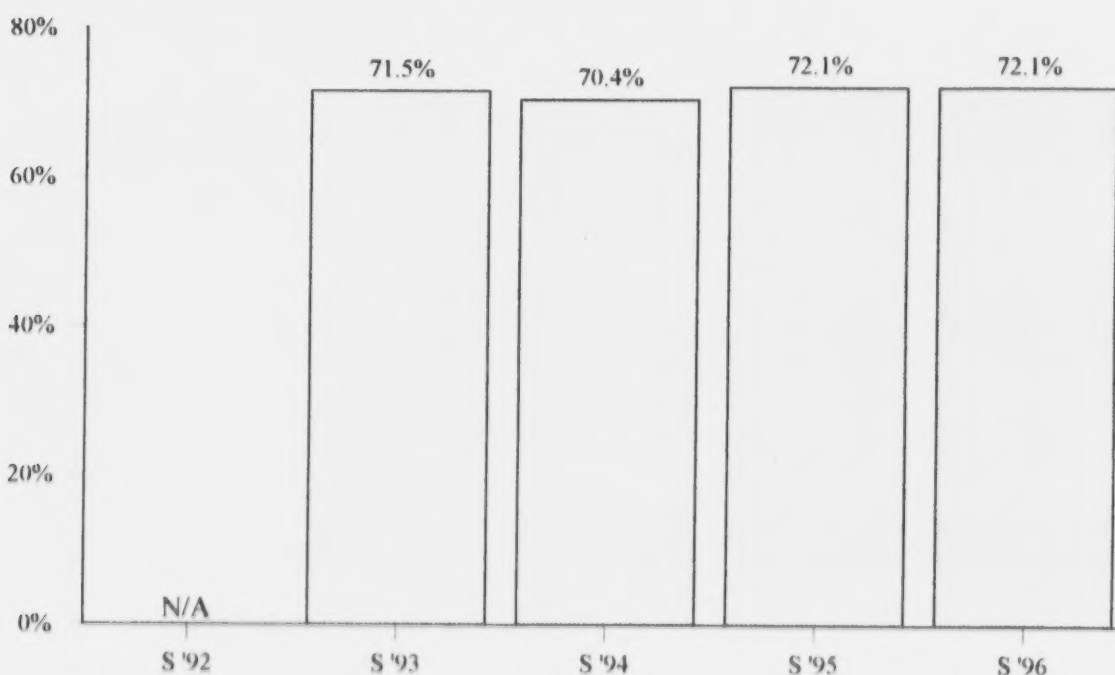
Course Retention Rate **Percent of Students Retained in Courses** **out of Total Enrolled in Courses** **Spring 1992 to Spring 1996**

Course retention remains stable: The course retention rate varied by about 1.0 percent from Spring 1993 to Spring 1996.

The course retention definition counts only those students that were known to have maintained their enrollment through the conclusion of one or more of their courses, whether or not they successfully completed any courses that term.

Numerator: Number of students (duplicated) with A, B, C, D, CR, I (x 100)

Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I



Numerator:	N/A	12,245	11,062	12,037	11,959
Denominator:	N/A	17,124	15,702	16,692	16,597

Source: California Community Colleges Management Information System, Enrollment Comparison Report, Spring 1993 to Spring 1996.

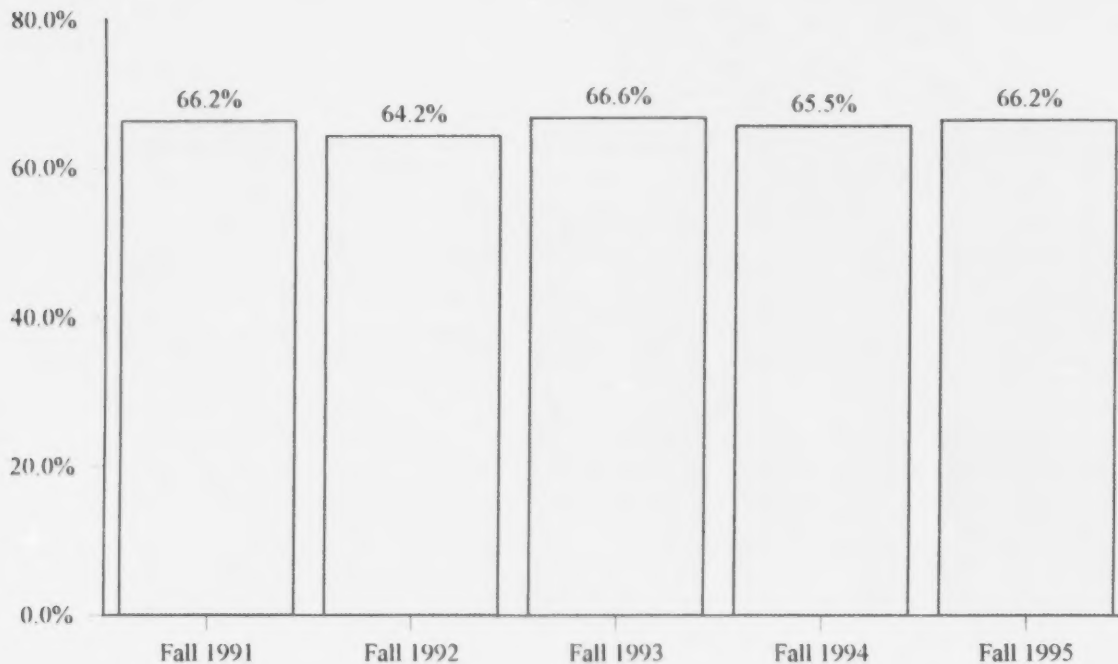
Course Success Rate **Percent of Students Successful in Courses** **out of Total Enrolled in Courses** **Fall 1991 to Fall 1995**

Course success rate remains stable: The course success rate varied by no more than 2.0 percent from Fall 1991 to Fall 1995.

The definition of success as A, B, C, or CR has been widely used since the term "success" began as an accountability measure in conjunction with California community college matriculation regulations.

Numerator: Number of students (duplicated) with A, B, C, CR (x 100)

Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I



Numerator:	11,044	11,450	11,715	10,907	11,258
Denominator:	16,689	17,835	17,594	16,655	17,000

Source: California Community Colleges Management Information System, Enrollment Comparison Report, Fall 1991 to Fall 1995.

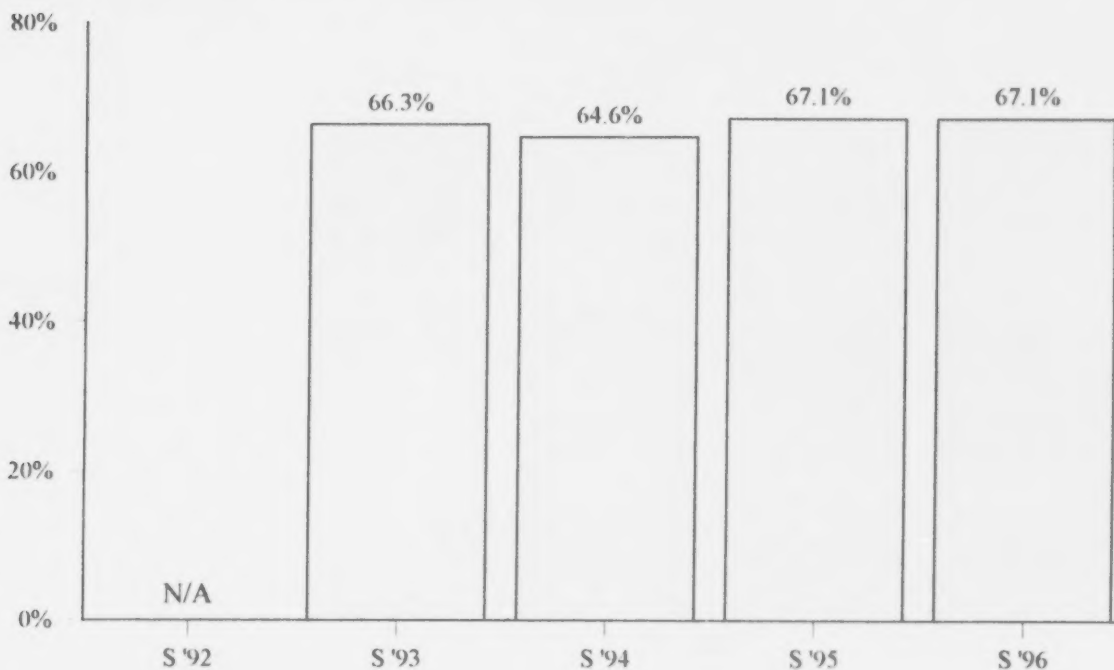
Course Success Rate **Percent of Students Successful in Courses** **out of Total Enrolled in Courses** **Spring 1992 to Spring 1996**

Course success rate remains stable: The course success rate varied by less than 2.0 percent from Spring 1993 to Spring 1996.

The definition of success as A, B, C, or CR has been widely used since the term "success" began as an accountability measure in conjunction with California community college matriculation regulations.

Numerator: Number of students (duplicated) with A, B, C, CR (x 100)

Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

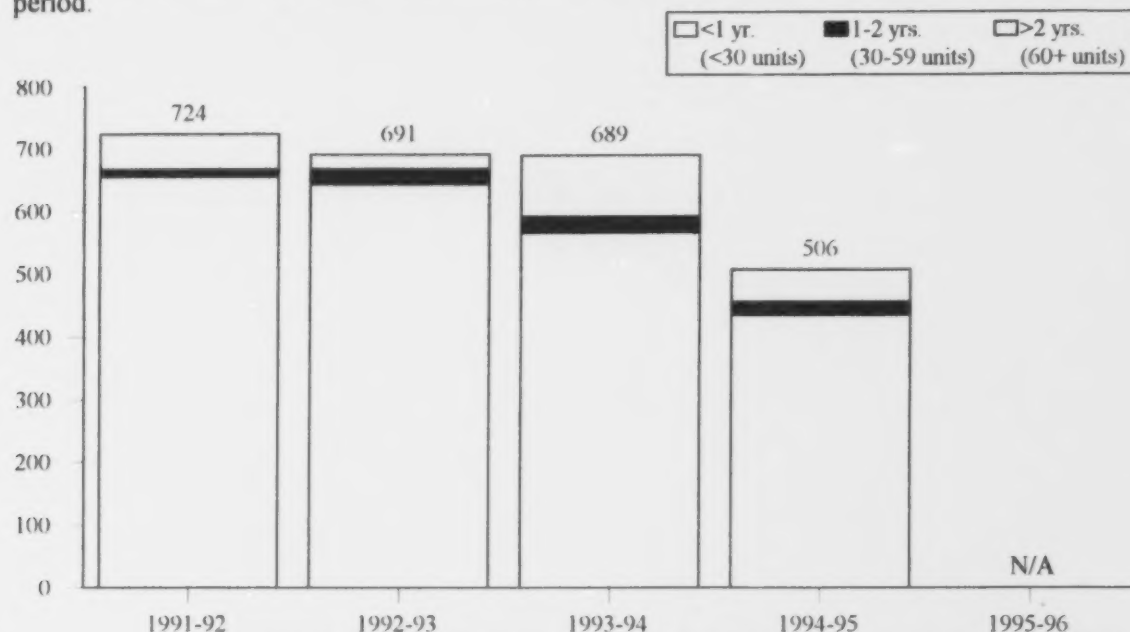


Numerator:	N/A	11,349	10,150	11,201	11,142
Denominator:	N/A	17,124	15,702	16,692	16,597

Source: California Community Colleges Management Information System, Enrollment Comparison Report, Spring 1993 to Spring 1996.

Certificates Awarded by Time/Units Required

Number of certificates awarded decreases: In the four year period represented by the table and bar chart, the college awarded a total of 2,610 Vocational Certificates. The total number of certificates awarded annually decreased by 218 certificates from 1991-92 to 1994-95, a decrease of 30.1 percent. Certificates requiring less than one year decreased by 223 certificates, a decrease of 34.0 percent. Certificates requiring from one to less than two years increased by 10, a 90.9 percent increase. Certificates requiring two or more years decreased by 5 or by 8.8 percent in this sam time period.

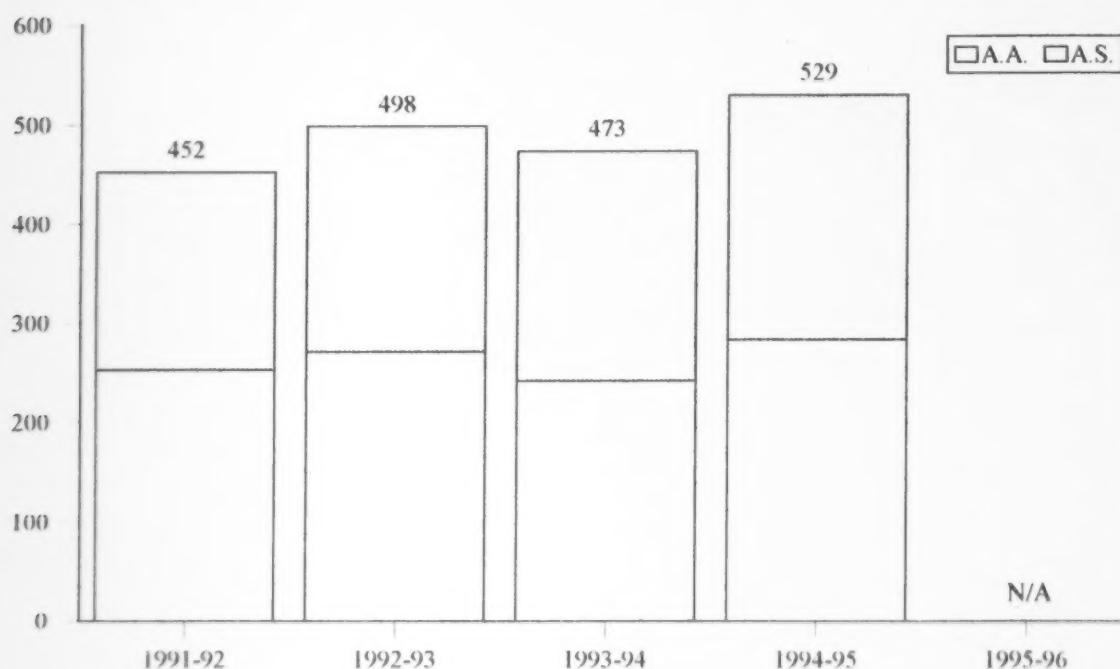


	1991-1992		1992-1993		1993-1994		1994-1995		1995-1996	
	N	%	N	%	N	%	N	%	N	%
Requiring <1 year (less than 30 units)	656	90.6	643	93.1	565	82.0	433	85.6	N/A	
Requiring 1- 2 years (30-59 units)	11	1.5	25	3.6	26	3.8	21	4.2	N/A	
Requiring 2+ years (60+ units)	57	7.9	23	3.3	98	14.2	52	10.3	N/A	
Total:	724	100.0	691	100.0	689	100.0	506	100.0		

Source: California Community Colleges Management Information System, Program Awards Report, November 12, 1995.

Associate Degrees Awarded

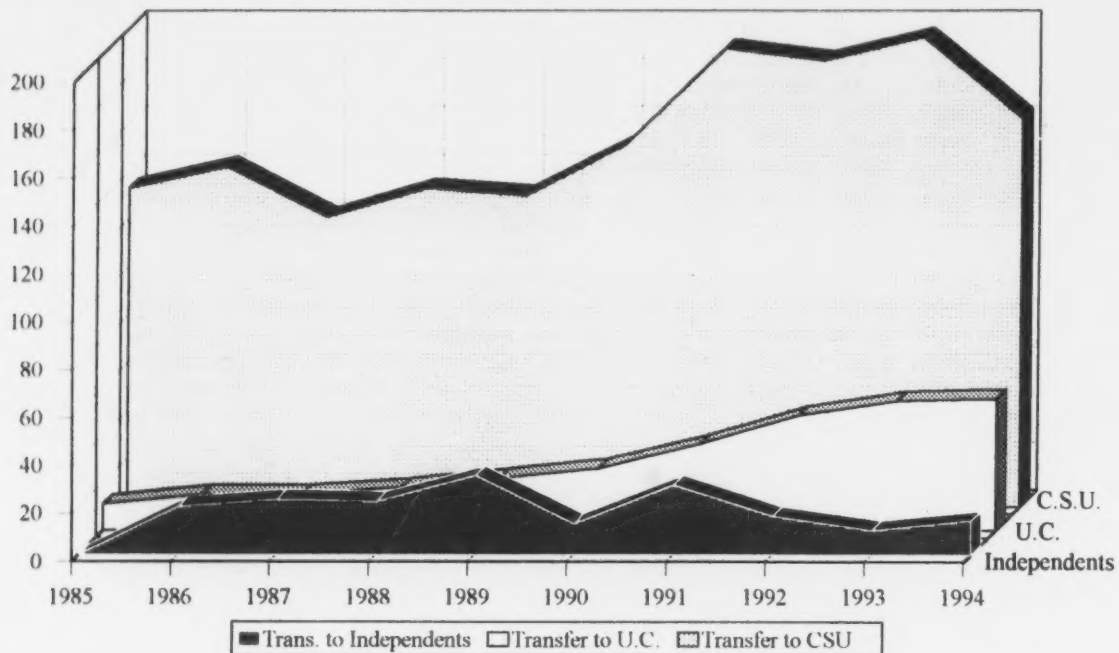
Number of Associate Degrees awarded increases: In the four year period represented by the table and bar chart, the college awarded a total of 1,952 Associate degrees (904 Associate of Science degrees and 1,048 Associate of Arts degrees). The total number of degrees awarded annually grew by 77 degrees from 1991-92 to 1994-95, an increase of 17.0 percent. Associate of Arts degrees increased by 30 degrees, an increase of 11.9 percent, while Associate of Science degrees increased by 47 degrees or by 23.6 percent in this same time period.



	1991-1992		1992-1993		1993-1994		1994-1995		1995-1996	
	N	%	N	%	N	%	N	%	N	%
Associate of Science	199	44.0	227	45.6	232	49.0	246	46.5	N/A	
Associate of Arts	253	56.0	271	54.4	241	51.0	283	53.5	N/A	
Total:	452	100.0	498	100.0	473	100.0	529	100.0		

Source: California Community Colleges Management Information System, Program Awards Report, November 12, 1995.

TRANSFER STUDENTS BY SEGMENT, Fall 1985 to Fall 1994



College of the Canyons Transfer Students by Segment, Fall 1985 to Fall 1994

Fall Term	Total Transfer Students	University of California	Transfer To		Percentage Distribution		
			California State University	Independent Institutions*	University of California	California State University	Independent Institutions
1985	144	11	133	0	7.6	92.4	0.0
1986	177	15	142	20	8.5	80.2	11.3
1987	159	15	121	23	9.4	76.1	14.5
1988	173	18	133	22	10.4	76.9	12.7
1989	185	22	130	33	11.9	70.3	17.8
1990	190	26	151	13	13.7	79.5	6.8
1991	256	36	191	29	14.1	74.6	11.3
1992	250	48	186	16	19.2	74.4	6.4
1993	260	54	196	10	20.8	75.4	3.8
1994	231	55	162	14	23.8	70.1	6.1

* A variable number of Independent Institutions have reported each year.

Source: California Postsecondary Education Commission, Student Profiles 1996, November 1995.

Part VI: Faculty and Staff Data

Employees by Job Classification Fall 1992 to Fall 1996

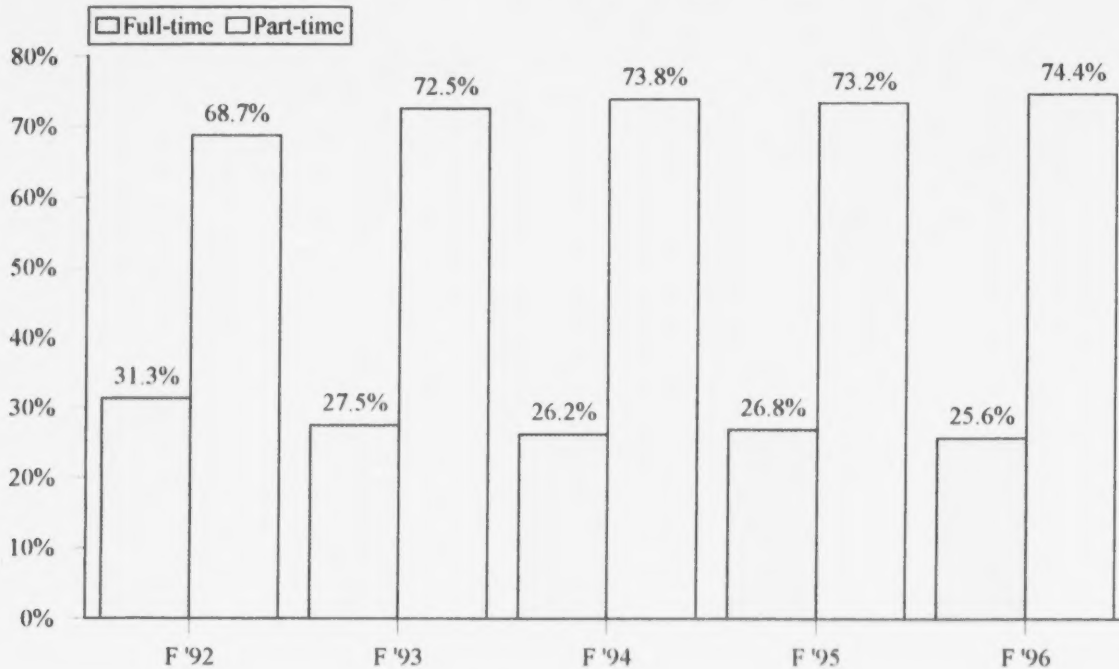
Part-time faculty were the only employee group which showed growth from Fall 1992 to Fall 1996 (+28.6%). All other employee groups decreased in size during this time period.

	Fall 1992		Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	N	%	N	%	N	%	N	%	N	%
Adminis- trator	11	3.4	10	2.9	9	2.5	8	2.2	10	2.7
Classified	90	27.7	89	25.4	80	22.2	82	22.7	77	21.1
Classified Manager	N/A	--	N/A	--	11	3.1	11	3.0	12	3.3
Faculty	70	21.5	69	19.7	68	18.9	70	19.3	68	18.6
Part-time Faculty	154	47.4	182	52.0	192	53.3	191	52.8	198	54.2
TOTAL:	325	100.0	350	100.0	360	100.0	362	100.0	365	100.0

Source: Personnel Office.

Percent of Full-time Faculty

The ratio of part-time to full-time faculty has steadily increased between Fall 1992 to Fall 1996, to 4 to 1.



	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Full-time	70	69	68	70	68
Part-time	154	182	192	191	198
TOTAL:	224	251	260	261	266

Source: Personnel Office.

Employees by Gender Fall 1996

Women employees outnumber men: In 1991-92, women comprised 42 percent of community college faculty nationwide (Digest of Educational Statistics, 1994). In Fall 1996, women represented over 53% of the 266 total faculty at the college.

	Females		Males		Total	
	N	%	N	%	N	%
<u>Full-time</u>						
Administrator	4	40.0	6	60.0	10	100.0
Classified	50	64.9	27	35.1	77	100.0
Classified Manager	7	58.3	5	41.7	12	100.0
Faculty	34	50.0	34	50.0	68	100.0
<u>Part-time</u>						
Faculty	108	54.5	90	45.5	198	100.0
TOTAL:	203	55.6	162	44.4	365	100.0

Source: Personnel Office.

Employees by Race/Ethnicity Fall 1996

Minority employees increase to 15%: Full-time faculty have the lowest percentage of minorities among their employee group while classified staff, with 28.6 percent minorities, have the highest proportion of non-whites. Hispanics/Latinos are the largest minority group, accounting for 7.4 percent of all employees.

	American Indian		Asian		Black		Hispanic		White		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Administrator	--	--	1	10.0	1	10.0	--	--	8	80.0	10	100.0
Classified	1	1.3	1	1.3	5	6.5	15	19.5	55	71.5	77	100.0
Classified Manager	--	--	--	--	--	--	2	16.7	10	83.3	12	100.0
Faculty	--	--	2	2.9	1	1.5	1	1.5	64	94.1	68	100.0
Part-time Faculty	1	0.5	9	4.5	5	2.5	9	4.5	174	87.9	198	100.0
TOTAL:	2	0.5	13	3.6	12	3.3	27	7.4	311	85.2	365	100.0

Source: Personnel Office.

Highest Degrees of Full-time Employees by Employee Group Fall 1996

Nationwide, in 1992-93, 15 percent of two-year college faculty held "doctorates or first professional degrees" and 61 percent held masters degrees (National Center for Education Statistics, 1993). A greater percentage of College of the Canyons full-time faculty hold doctorates (22 percent) and master's degrees (75 percent).

	Classified *		Faculty		Administrator	
	N	%	N	%	N	%
Ph.D./Ed.D.	--	--	14	21.7	6	60.0
Master's	8	8.9	50	72.5	4	40.0
Bachelor's	11	12.2	3	4.3	--	--
Associate	23	25.6	1	1.4	--	--
No Degree	47	53.3	--	--	--	--
TOTAL:	89	100.0	68	100.0	10	100.0

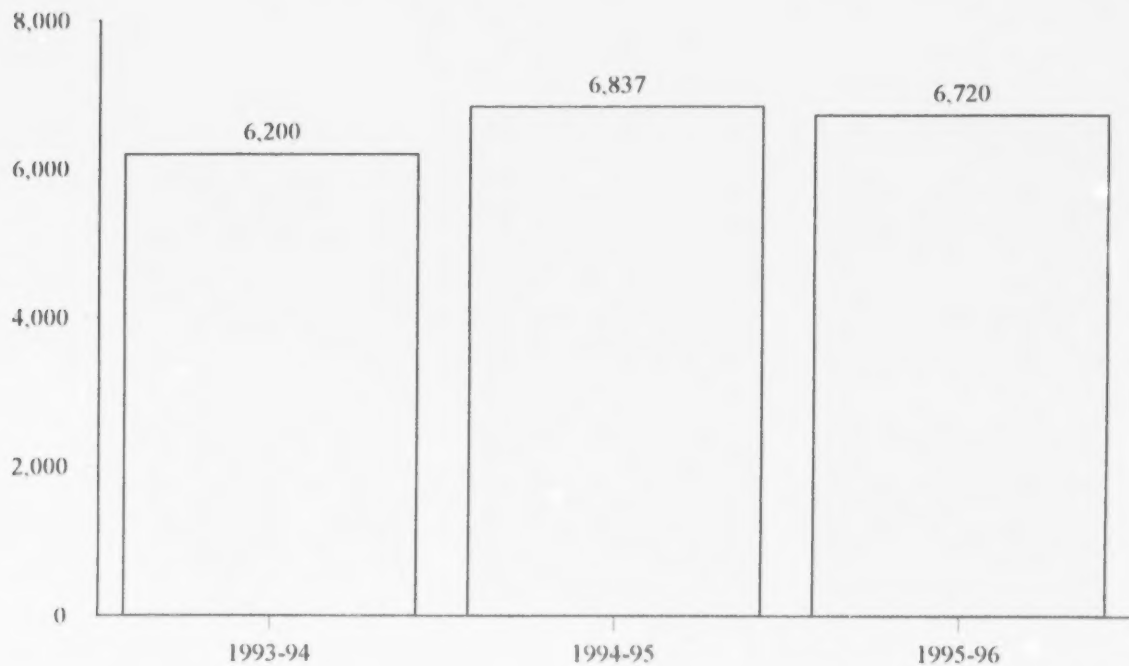
* Combines classified and classified manager employees.

Source: Personnel Office.

Part VII: Student Services

Transcripts Issued by Admissions and Records

The number of transcripts issued by the Admissions and Records Office continues to be high. As the number of alumni increase and as the number of transfer students increase, the number of transcripts issued annually has grown to over 6,000.

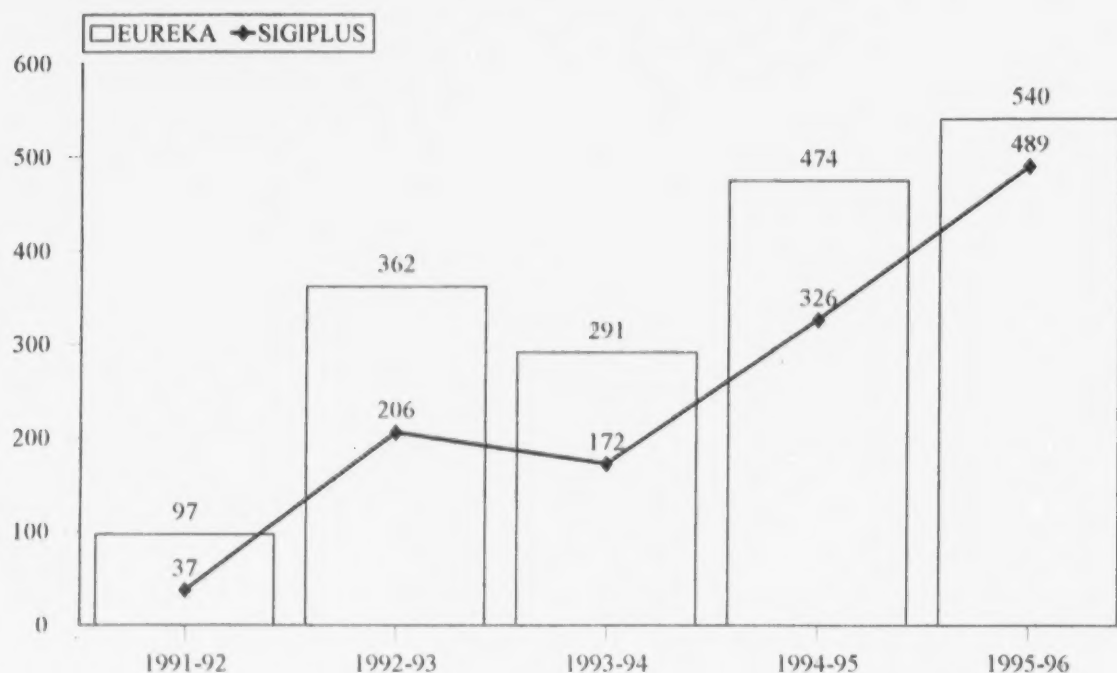


Source: Admissions and Records Office.

Estimated Number of Students Using Career Search Programs

Student use of career search services has increased. In the five-year period from 1991-92 to 1995-96, the use of both SIGIPLUS and EUREKA has increased from less than 100 students to about 500 students annually.

SIGIPLUS is an interactive career decision-making system which provides students with the opportunity to do a self-assessment of their career interests and strengths and a search of related occupations. Once a student has identified an occupation, EUREKA provides in-depth information about the career. EUREKA is developed specifically for California and is updated annually. It provides information about: job duties; work environment; pay; employment outlook; skills needed and educational credentials required.

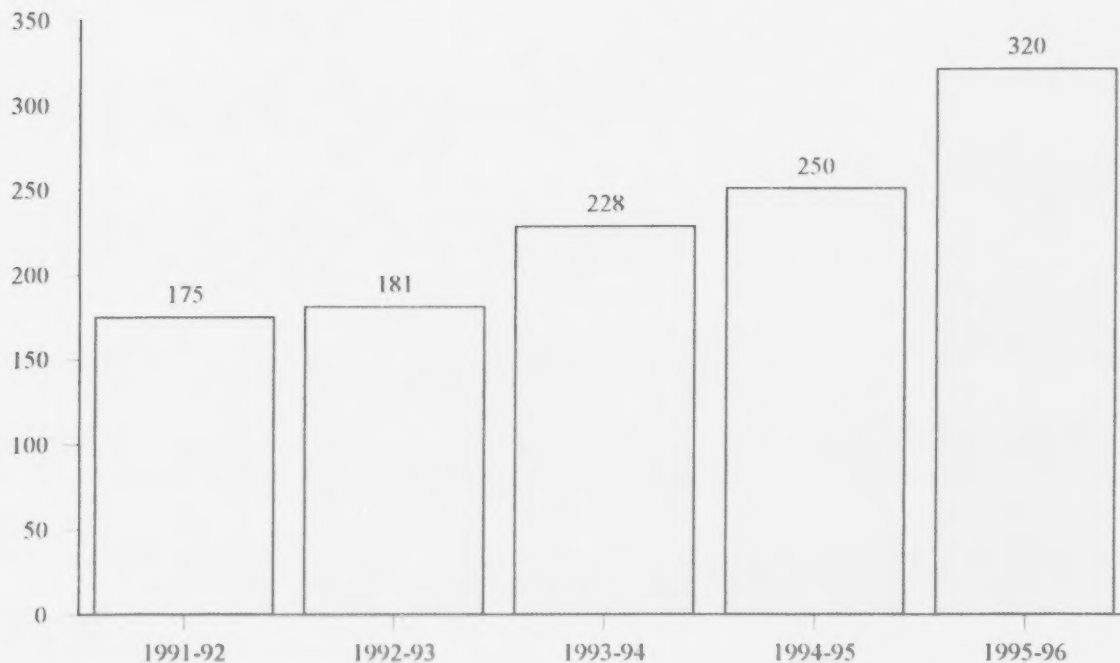


	1991-92	1992-93	1993-94	1994-95	1995-96
EUREKA	97	362	291	474	540
SIGIPLUS	37	206	172	326	489

Source: Career Center.

Unduplicated Number of Students Served by Disabled Students Programs and Services (DSP&S)

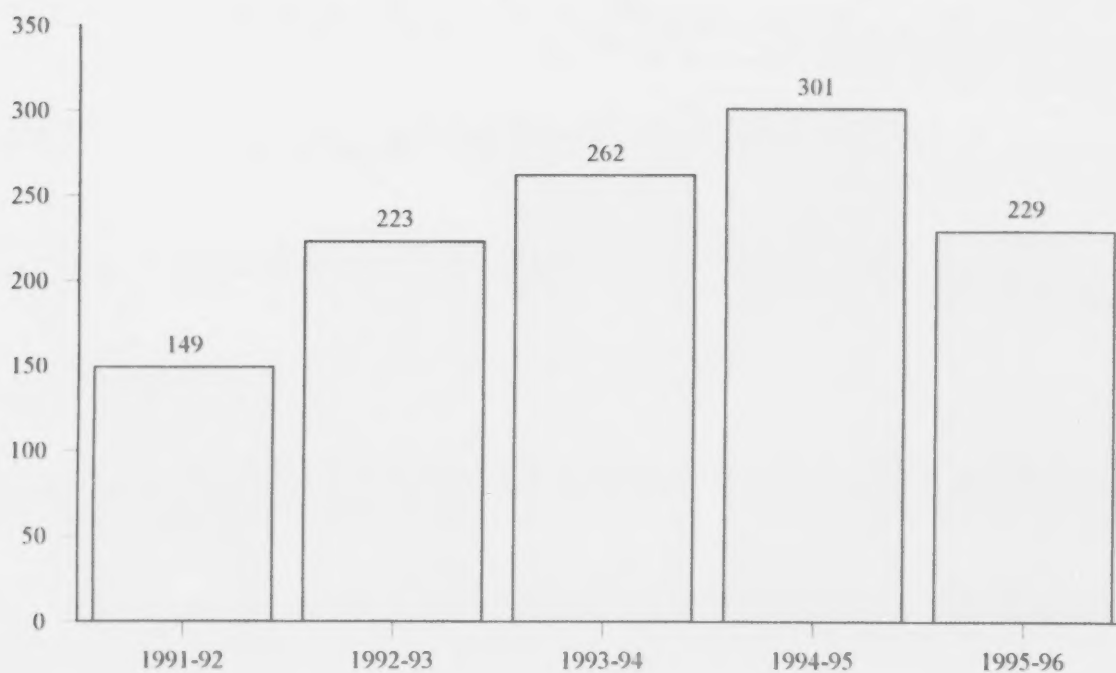
The number of students served by DSP&S continues to grow. DSP&S provides support services and instructional programs for disabled students. There has been an 82.9 percent increase in the number of students served from 1991-92 to 1995-96.



Source: DSP&S Office.

Unduplicated Number of Students Served by Extended Opportunity Programs and Services (EOP&S)

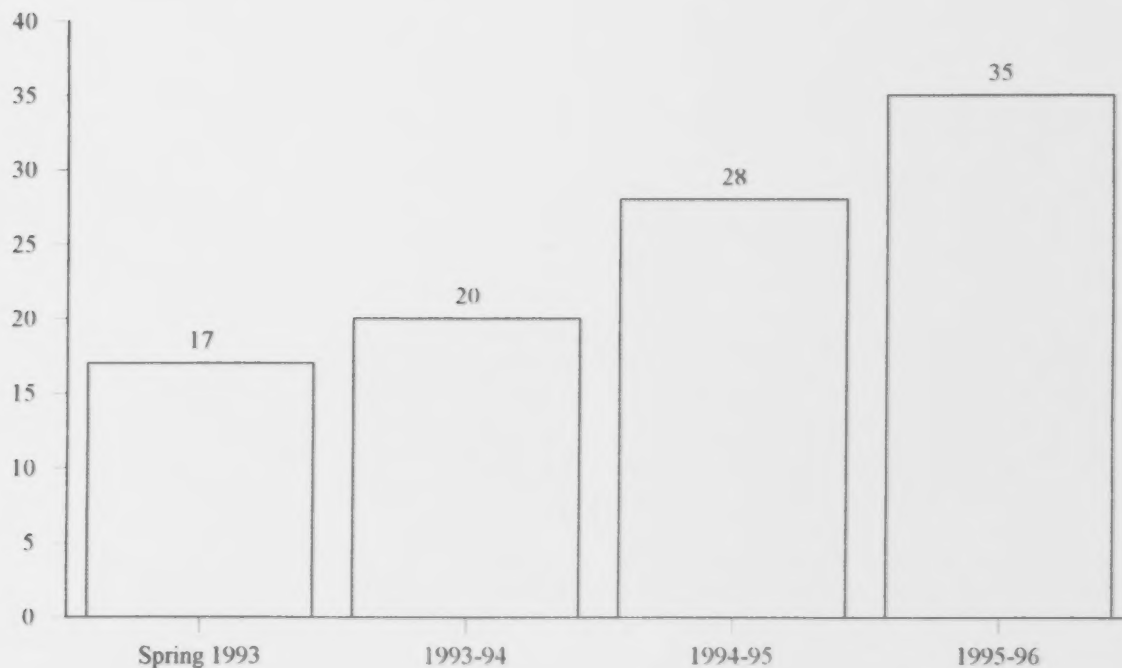
With the exception of 1995-1996, the number of students served by the EOP&S Program has continued to grow. From 1991-92 to 1994-95, the number of EOP&S students more than doubled in number, from 149 to 301. In 1995-96, the number of EOP&S students dropped by nearly 24 percent to 229. The decrease in students could have been caused by: (1) a modification of the book service award; and (2) reduced recruiting efforts. The director plans to increase recruiting efforts during 1996-97 to regain program growth.



Source: EOP&S Office.

Unduplicated Number of Students Served by the Cooperative Agencies Resources for Education (CARE) Program

The number of students served by CARE has continued to grow. The CARE Program first received grant funding in Spring 1993, when the program served 17 students. CARE assists EOP&S students who are single parents with preschool age children who are also recipients of Aid to Families with Dependent Children (AFDC). CARE provides supplemental funding for child care, transportation, textbooks and supplies, and retention services for this academically high risk population. In 1995-96, the CARE Program served 35 students.



Source: EOP&S/CARE Office.

Financial Aid Awarded by Type of Aid

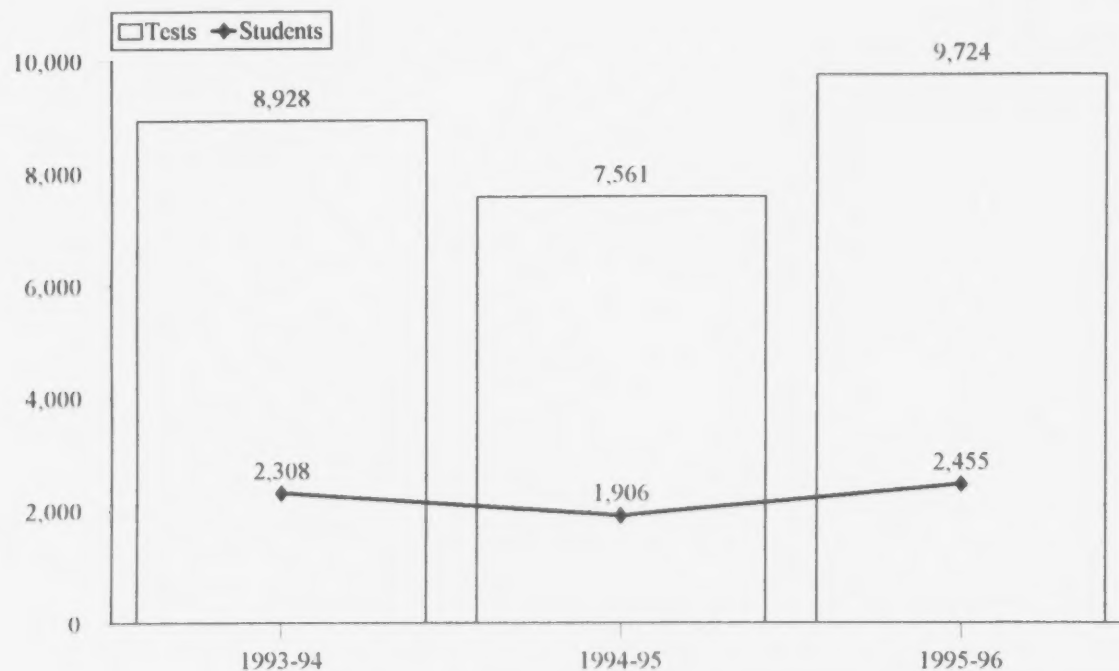
Student financial aid is fundamental to providing equal educational opportunity. In a period of time when enrollment decreased by 3 percent, the amount of financial aid awarded by the college increased by 154 percent, from \$508,286 in 1991-92 to \$1,288,726 in 1995-96. In 1995-96, 67.6 percent of total aid was awarded in the form of grants, 25.8 percent as loans, 3.6 percent as work-study payments, and 3.0 percent as scholarships.

	1991-92	1992-93	1993-94	1994-95	1995-96	% Change 1991-92 to 1995-96
Grants						
1. Board of Governors Waiver	\$29,428	\$73,623	\$212,590	\$244,262	\$248,793	745.4%
2. Cal Grant	\$11,864	\$7,420	\$7,143	\$11,375	\$14,066	18.6%
3. Pell Grant	\$231,907	\$284,993	\$395,960	\$542,896	\$546,749	135.8%
4. Supplemental Educational Opportunity Grant	\$29,319	\$30,559	\$50,600	\$49,844	\$61,017	108.1%
Grants sub-total:	\$302,518	\$396,595	\$666,293	\$848,377	\$870,625	187.8%
Scholarships						
5. District/Other Scholarships	\$35,539	\$53,311	\$33,948	\$32,545	\$39,262	10.5%
Jobs						
6. Federal Workstudy	\$38,763	\$38,685	\$33,887	\$35,730	\$46,591	20.2%
Loans						
7. Stafford Subsidized Loan	\$131,466	\$125,727	\$222,637	\$298,397	\$311,206	136.7%
8. Stafford Unsubsidized Loan	\$0	\$0	\$15,736	\$33,100	\$21,042	100.0%
Loans Sub-total:	\$131,466	\$125,727	\$238,373	\$331,497	\$332,248	152.7%
TOTAL:	\$508,286	\$614,318	\$972,501	\$1,248,149	\$1,288,726	153.5%

Source: Office of Financial Aid.

Number of Placement Tests Administered

The number of placement tests administered increased by 8.9 percent from 1993-94 to 1995-96, while the number of students taking tests increased by 6.4 percent.

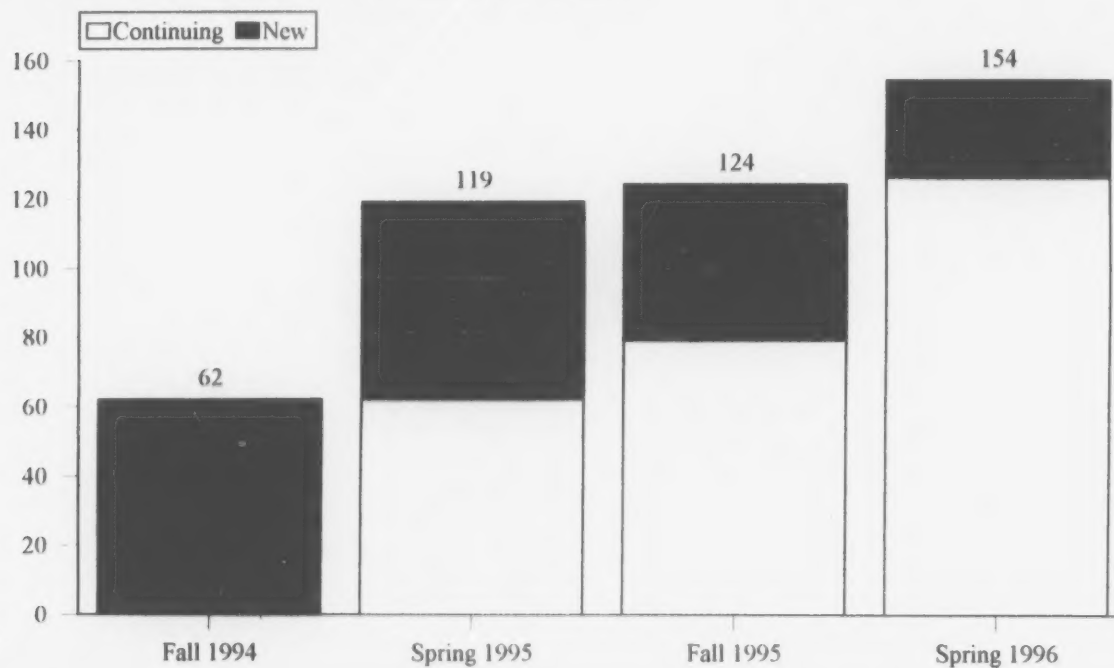


Tests	1993-94	1994-95	1995-96
Math	2,235	1,818	2,389
Reading	2,214	1,906	2,455
Writing	2,160	1,852	2,369
Essay	2,160	1,854	2,369
ESL	159	131	142
TOTAL:	8,928	7,561	9,724
No. of People:	2,308	1,906	2,455

Source: Matriculation Coordinator.

New and Continuing Enrollment in New Horizons Fall 1994 to Spring 1996

New Horizons enrollment continues to increase. In Fall 1994 the college received initial grant funding to start a New Horizons Program. The program is designed for single parents, displaced homemakers and single pregnant women, and provides support services to enable them to enroll and be successful in vocational programs. The chart below shows the steadily increasing enrollment in the program over the last four semesters.



	Fall 1994	Spring 1995	Fall 1995	Spring 1996
New	62	57	45	28
Continuing	0	62	79	126
TOTAL:	62	119	124	154

Source: New Horizons Coordinator

Associated Students/Office of Student Activities Clubs and Organizations

Alpha Gamma Sigma
Advisor: Brad Reynolds

Asian Pacific Islander Club
Advisor: Virginia Soriano

Biology Club
Advisor: Betty Rose

Black Students United
Advisor: Samuel Otoo

California College Republicans
Advisor: Diane Ayres

COC Bible Club
Advisor: Doug Forbes

Creative Minds
Advisor: Gary Bolen

The HITE Program
Advisor: Brad Reynolds

Hospitality Management
Advisor: Gretchen Blackwell

International Club
Advisor: Samuel Otoo

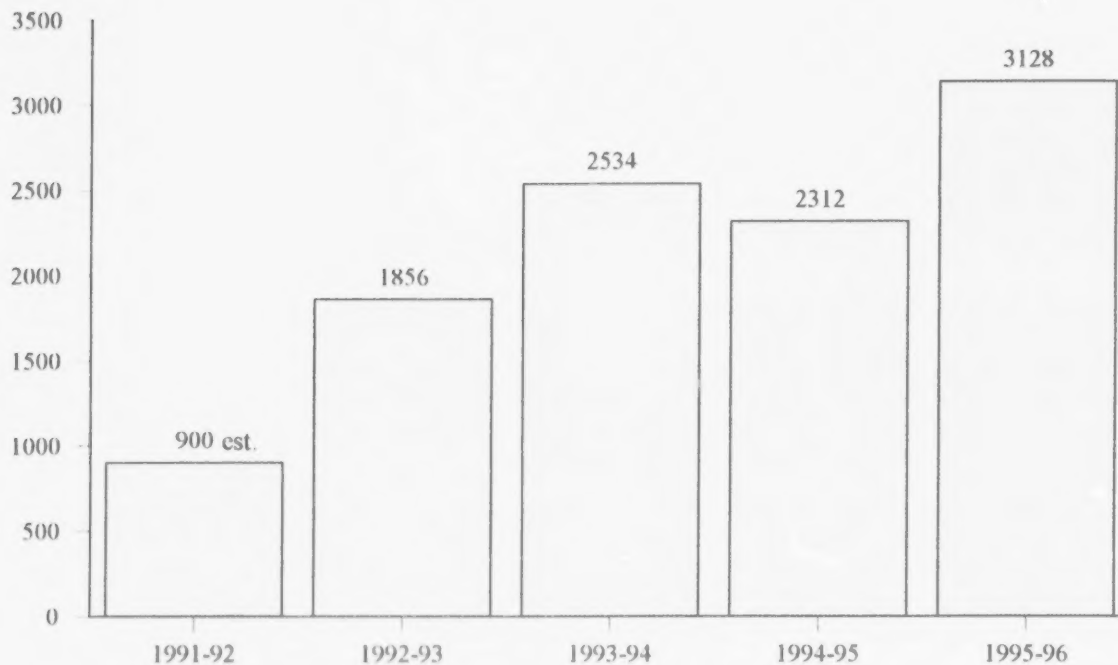
MECHA
Advisor: _____

Phi Theta Kappa
Advisor: Brad Reynolds

Source: Office of Student Activities

Student Health Center Number of Office Visits

Office visits show major increase: The college opened the Student Health Center in Spring 1990. The center provides first aid, treatment of minor ailments, pregnancy testing, vision screening, tuberculosis testing, vaccinations for influenza, Polio, MMR and TD, condom sales and HIV testing. In the five-year period depicted below, the annual number of office visits more than tripled, from about 900 in 1991-92 to over 3,100 in 1995-96. Staffing of the center has remained constant during this time period.



Source: Student Health Center Office

Part VIII: Academic Programs and Services

WSCH, FTEF and Instructional Load
by
College, Division, and Department

Fall 1991 to Fall 1995
Spring 1992 to Spring 1996

For those wanting to review the headcount enrollment, weekly student contact hours (WSCH), full-time equivalent faculty (FTEF), or the instructional effort/load figures for a department, division or for the college as a whole, the tables will be available in the college's Educational Master Plan.

As an example, the following page provides the fall and spring semester data tables for Anthropology/Archaeology. The next two pages provide the definitions for each item included in the tables.

The Educational Master Plan is expected to be completed in Fall 1996.

AT PROGRAM LEVEL: Name of Program - ANTHROPOLOGY (03)					
FALL TERM DATA	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
PROGRAM CHARACTERISTICS					
Total Number of Courses Offered	6.00	6.00	6.00	6.00	6.00
Total Number of Courses Made	6.00	7.00	6.00	6.00	7.00
Number of Students at Census	302.00	386.00	328.00	329.00	323.00
Number of Students Completing	244.00	325.00	288.00	285.00	277.00
Total WSCH (at census)	883.29	1,130.86	957.00	948.00	906.00
Total FTEF (at census)	1.20	1.38	1.20	1.20	1.40
Total Units of Courses Made	18.00	21.00	18.00	18.00	21.00
Instructional Effort/Load (WSCH / FTEF)	736.10	819.10	797.50	790.00	647.14
STUDENT OUTCOMES					
% Completion	80.8%	84.2%	87.8%	86.6%	85.8%
% Passing	74.2%	77.2%	78.0%	74.2%	73.7%

AT PROGRAM LEVEL: Name of Program - ANTHROPOLOGY (& Archeology) (03)					
SPRING TERM DATA	Spring 92	Spring 93	Spring 94	Spring 95	Spring 96
PROGRAM CHARACTERISTICS					
Total Number of Courses Offered	5.00	5.00	5.00	5.00	5.00
Total Number of Courses Made	6.00	5.00	5.00	6.00	6.00
Number of Students at Census	244.00	270.00	238.00	269.00	265.00
Number of Students Completing	218.00	229.00	209.00	246.00	233.00
Total WSCH (at census)	675.06	1,311.00	681.00	762.00	765.17
Total FTEF (at census)	1.00	1.00	1.00	1.20	1.00
Total Units of Courses Made	17.00	15.00	15.00	18.00	18.00
Instructional Effort/Load (WSCH / FTEF)	675.06	1,311.00	681.00	635.00	765.20
STUDENT OUTCOMES					
% Completion	89.3%	84.8%	87.8%	91.4%	87.9%
% Passing	86.1%	79.3%	78.6%	77.3%	78.5%

College of the Canyons

Definitions for the Educational Master Plan Data

1. Total Number of Courses Offered:

Number of courses listed in the schedule of classes for the semester.

2. Total Number of Courses Made:

Number of courses listed in Computer Center report as of first census week.

3. Number of Students at Census:

Total students enrolled as of first census. This is a duplicated count since a student enrolled in four courses is counted four times.

4. Number of Students Completing:

Total students enrolled as of the end of the semester. This is a duplicated count since a student enrolled in five courses is counted five times. The difference between item 3 and item 4 is the number of students who withdrew from classes. Included are both students who successfully and unsuccessfully completed courses.

5. Total WSCH (at census):

Weekly Student Contact Hours describes student attendance during a one-week period at the college. More specifically, it represents the total number of hours that all students spend in classes during the first census week of the semester. It is calculated by multiplying the total number of students enrolled in a class by the number of hours the class meets per week. For example, a course which has 20 students enrolled at the time of first census and which meets for one hour on Monday, Wednesday and Friday would have a WSCH of 60 (20 students x 3 hours per week).

6. Total FTEF (at census):

Full-Time Equivalent Faculty (FTEF). Each course taught at College of the Canyons is assigned a teaching load, depending upon the number of hours the class meets and whether it is a lecture or laboratory format. A faculty member's teaching load is determined by adding together all the loads for each class s/he teaches. One example of a full-time teaching load for one semester is 15 lecture hours. Full-Time Equivalent Faculty (FTEF) is the number of faculty that would be needed to teach all the classes for a given semester if each faculty member were assigned a full load.

7. Total Units of Courses Made:

The total number of units of the courses offered as of first census week.

8. Instructional Effort/Load (WSCH/FTEF):

Instructional load is calculated by dividing WSCH by FTEF. The resulting number represents the average number of student contact hours per full-time equivalent faculty member at the institution. The higher the load, the greater the number of students being instructed per faculty member. Load is often viewed as a productivity measure for an institution.

9. % Completion:

Percent completion is calculated by dividing the number of student completing a course (item 4) by the number of students enrolled as of first census (item 3).

10. % Passing:

Percent passing is calculated by dividing the number of students who received grades of A, B, C, D or CR by the number of students enrolled as of first census (item 3).

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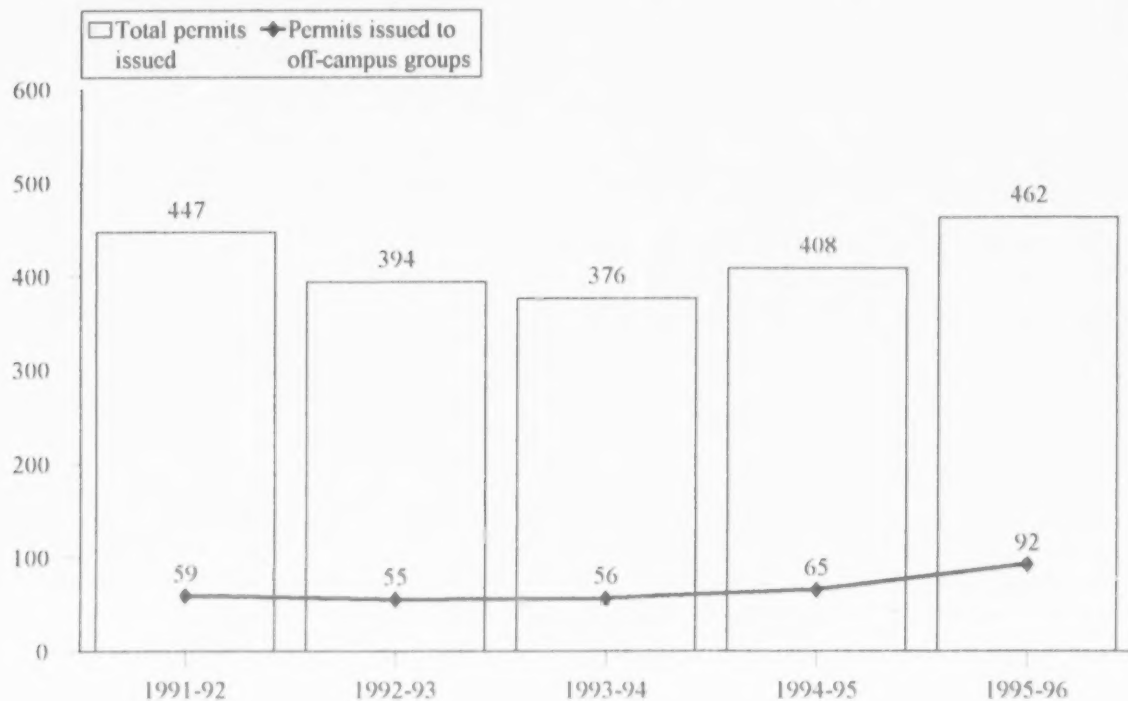
Office of Institutional Development

March 1996

Civic Center

Permits Issued for Use of Campus Facilities

The use of campus facilities by off-campus groups has increased in the last two years. While only 56 permits were issued to off-campus groups in 1993-94, the number increased to 92 in 1995-96 and represented nearly 20 percent of all permits issued that year.

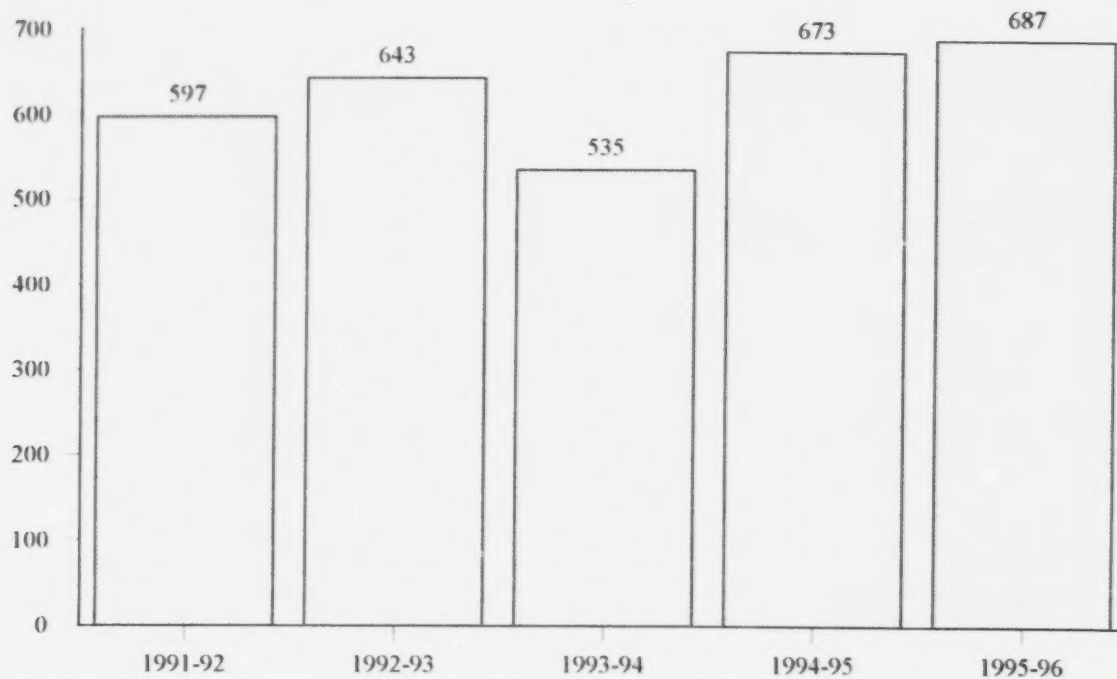


Permits Issued to:	1991-92		1992-93		1993-94		1994-95		1995-96	
	N	%	N	%	N	%	N	%	N	%
On-campus groups	388	86.8	339	86.0	320	85.1	343	84.1	370	80.1
Off-campus groups	59	13.2	55	14.0	56	14.9	65	15.9	92	19.9
TOTAL:	447	100.0	394	100.0	376	100.0	408	100.0	462	100.0

Source: Civic Center.

Duplicated Enrollment at First Census in College by Television Courses

With the exception of the 1993-94 academic year, enrollment in College by Television courses has increased steadily. The lower Spring 1994 enrollment, directly after the earthquake, accounts for the drop in enrollment in 1993-94.



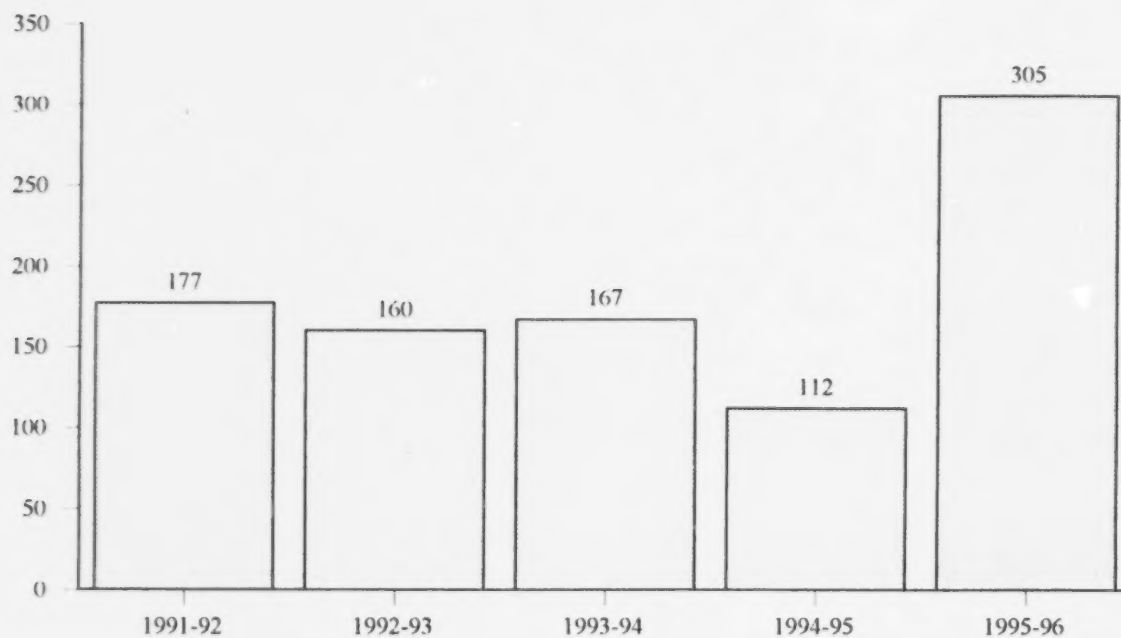
Term	1991-92	1992-93	1993-94	1994-95	1995-96
Summer	122	145	47	103	69
Fall	155	210	286	300	338
Spring	320	288	202	270	280
TOTAL:	597	643	535	673	687
Number of courses:	10	9	10	10	10

Source: College by Television Office.

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Number of Employees Trained by the Employee Training Institute

In 1994-95, the director of the Employee Training Institute (ETI) spent much of her time raising funds for and coordinating the development of the Santa Clarita Valley Business Retention and Economic Advancement Survey. With the diversion of effort, there was a drop in ETI training activity. In Spring 1995, the Economic Advancement Survey was sent to every business located in the Santa Clarita Valley. The survey was designed to provide the college and other survey sponsors with information about the economic climate and individual business needs of the region. The survey provided the director with valuable information from which she was able to market the program more effectively. It had the added benefit of raising the awareness of the college's ability to provide workforce training for local businesses. The result has been a marked increase in the number of contracts, the hours of training and the number of employees trained by the Employee Training Institute in 1995-1996.

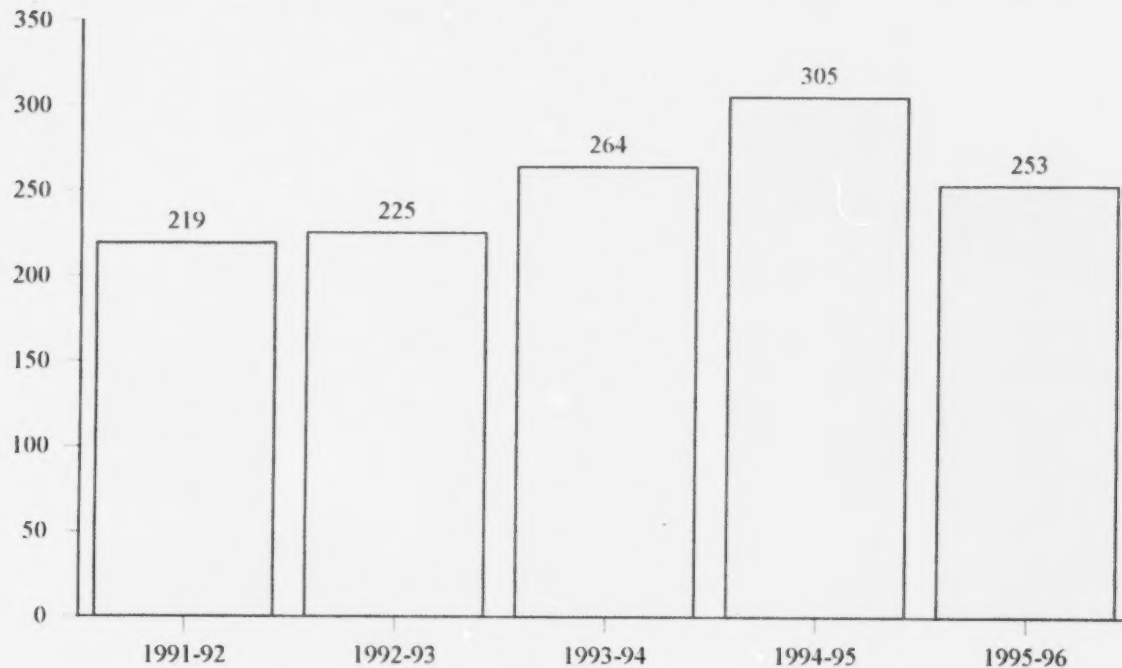


	1991-92	1992-93	1993-94	1994-95	1995-96
Number of contracts	8	6	11	7	16
Hours of instruction	111	95	306	119	311

Source: Employee Training Institute

Number of Students Participating in the High-Intensity Enrichment (HITE) Program

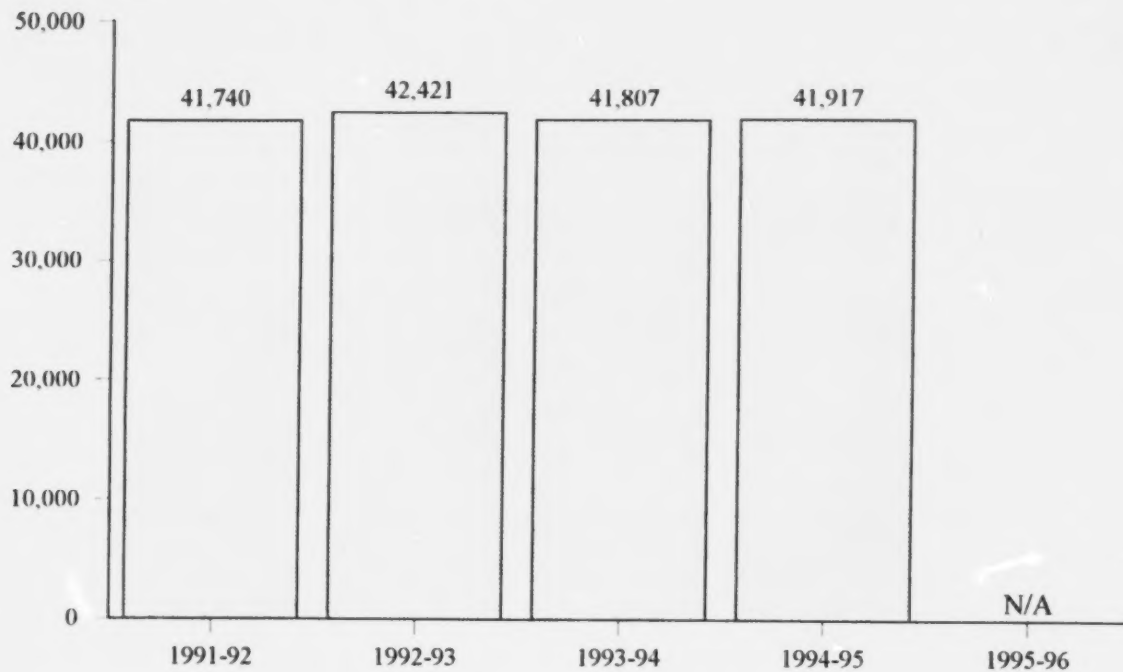
The number of students participating in the HITE Program increased from 219 to 305 from 1991-92 to 1994-95, an increase of 39.3 percent. The 1995-96 decrease could be attributed to: (1) a large number of HITE students from the previous year graduating and/or transferring to four-year institutions, and (2) students' cumulative GPAs falling below 2.0, making them ineligible for HITE. Students participating in the HITE Program contract with faculty to undertake special course projects in addition to the regular course requirements. Students completing projects in 18 units are eligible to become HITE graduates, while students who additionally complete English 101 Honors and have a minimum cumulative GPA of 3.25 can become HITE/Honors graduates.



Source: HITE Office.

Volumes in the Library Collection

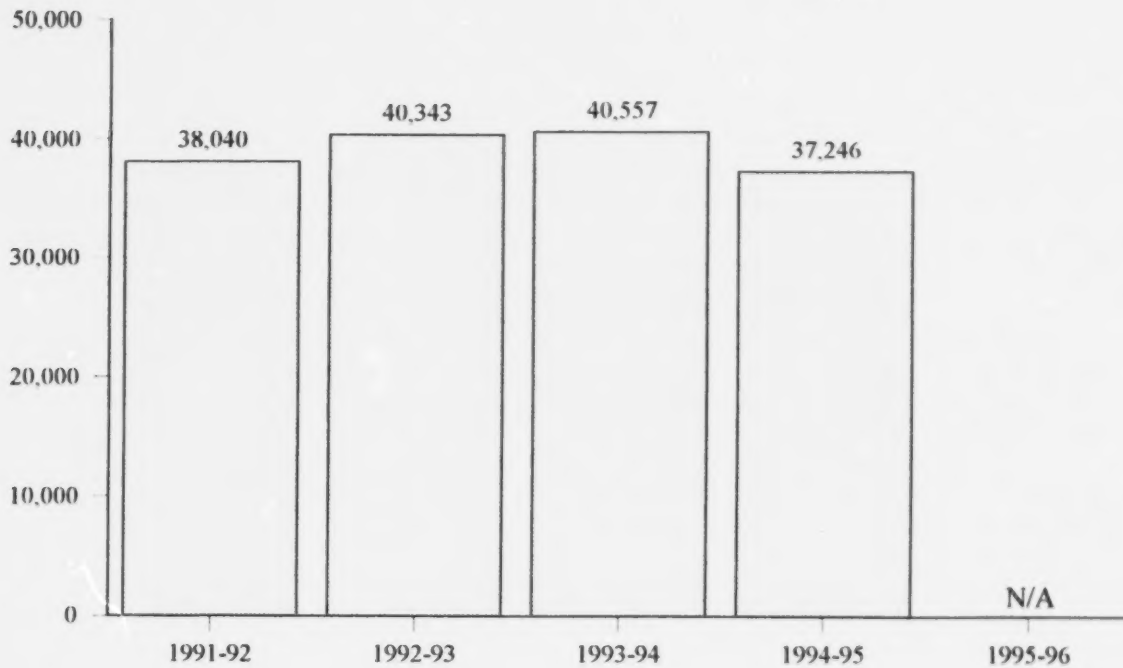
Library collection remains stable: In this four-year period there was a gain of 177 volumes, or a 0.4 percent increase in the size of the library collection.



Source: Library.

Total Materials Circulation Library

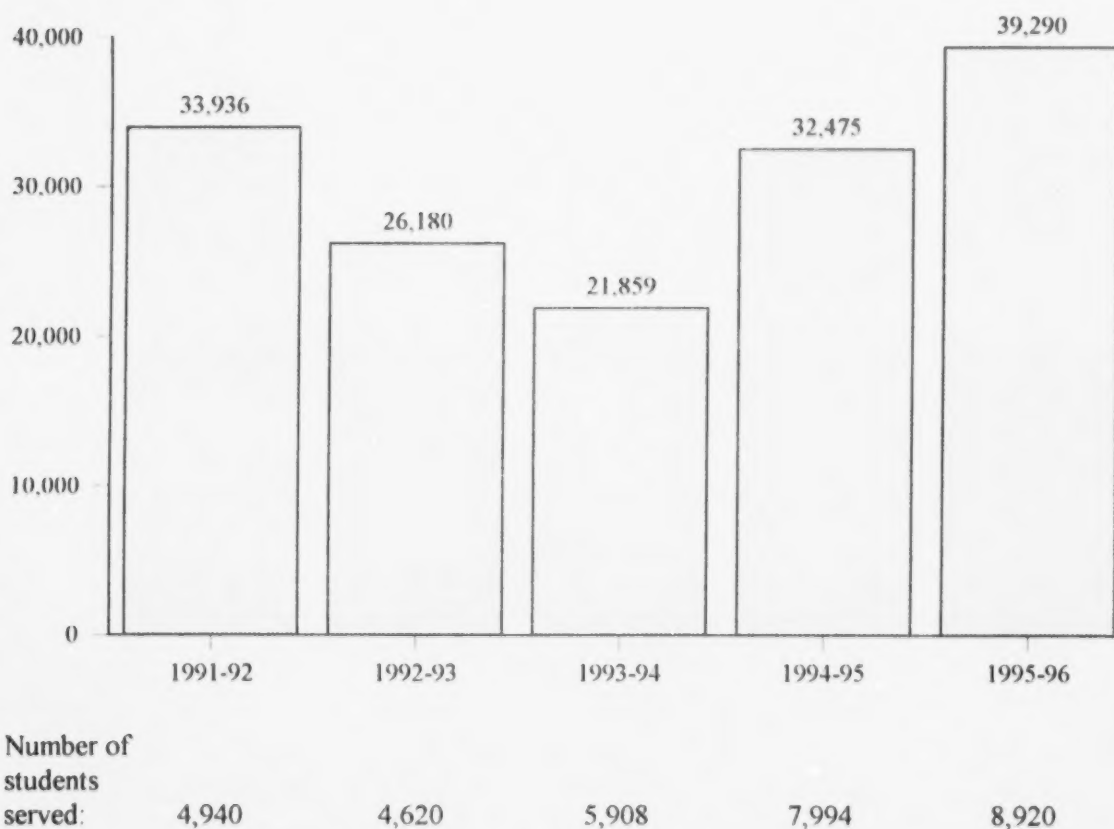
Circulation decreased as enrollment decreased: Total materials circulation decreased in 1994-95 by 8.2 percent from the previous year. This decrease occurred in Fall 1994 and Spring 1995, two semesters when college enrollment was still depressed due to the Northridge earthquake.



Source: Library.

Hours of Tutoring Services Provided by the Tutoring/Learning/Computing (TLC) Lab Center

The hours of tutoring services provided by the Tutoring/Learning/Computing (TLC) Lab Center continues to increase. In 1992-93 the TLC was moved temporarily to the Student Lounge in the Student Services Building to allow for the remodel of the second floor of the L-Building. The temporary space was much smaller and usage figures decreased. In the following year, the January 1994 earthquake and its aftermath of cleanup and repair caused another drop in hours of usage. It is of interest to note that the number of students served by the program in 1993-94 increased over the figure from the previous year. Hours of usage and the number of students served annually have increased steadily since then.

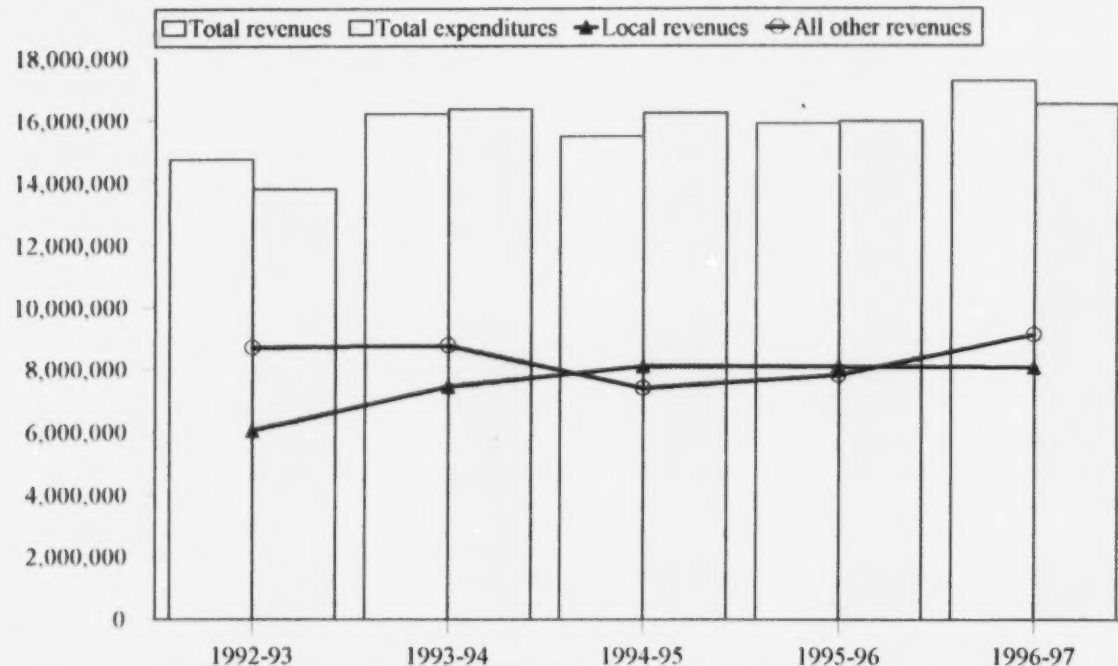


Source: Tutoring/Learning/Computing Lab Center Annual Reports.

Part IX: Financial Resources

Trends in the General Fund FY92 - FY96

General Fund: In both FY94 and FY95, local revenues surpassed other sources of revenues as the dominant source of revenues for the General Fund. The tentative budget for FY96 suggests a reversal of these revenue trends.

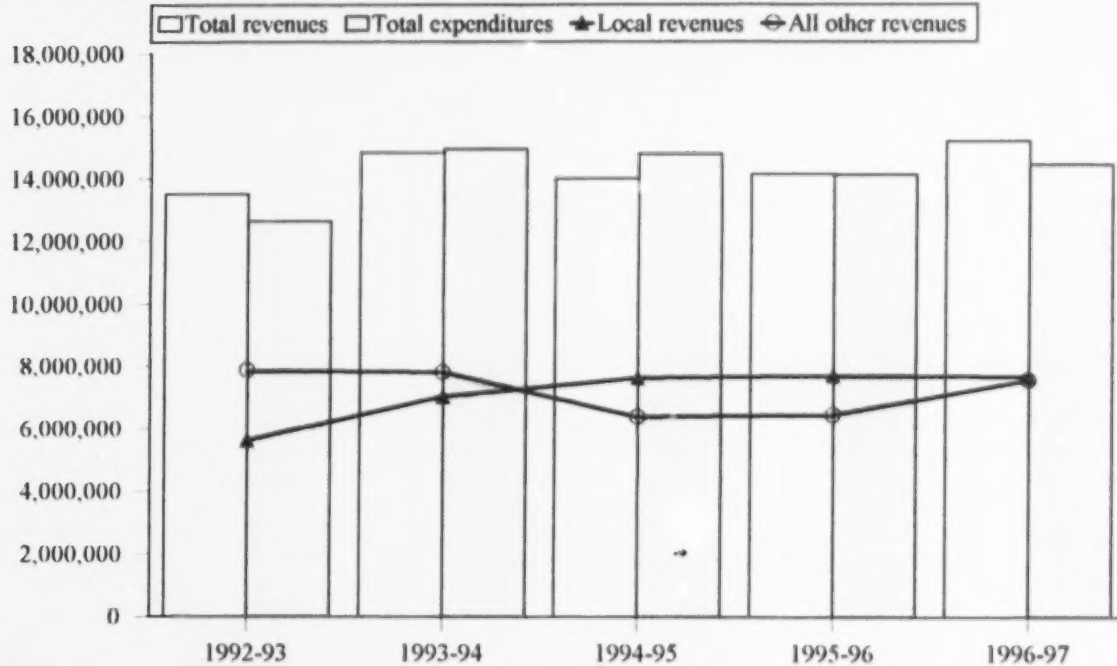


Revenues/ Expenditures	Actual 1992-93	Actual 1993-94	Actual 1994-95	Adopted 1995-96	Tentative 1996-97
Revenues:					
Local	\$6,038,368	\$7,445,356	\$8,077,596	\$8,076,000	\$8,044,793
All other revenues	\$8,687,215	\$8,752,922	\$7,387,487	\$7,802,171	\$9,193,460
Total Revenues	\$14,725,583	\$16,198,278	\$15,465,083	\$15,878,171	\$17,238,253
Beginning fund balance	\$783,134	\$1,969,128	\$1,863,712	\$1,339,951	\$1,281,603
Expenditures:					
Total Expenditures	\$13,789,101	\$16,356,447	\$16,215,594	\$15,936,519	\$16,468,119

Source: SCCCD Tentative Budget 1996-97.

Trends in the Unrestricted General Fund FY92 - FY96

Unrestricted General Fund: In both FY94 and FY95, local revenues surpassed other sources of revenues as the dominant source for the Unrestricted General Fund. The tentative budget for FY96 suggests a reversal of these revenue trends.



Revenues/ Expenditures	Actual 1992-93	Actual 1993-94	Actual 1994-95	Adopted 1995-96	Tentative 1996-97
Revenues:					
Local	\$5,629,337	\$7,027,297	\$7,627,218	\$7,695,135	\$7,653,747
All other revenues	\$7,869,664	\$7,805,876	\$6,373,351	\$6,443,171	\$7,544,410
Total Revenues	\$13,499,001	\$14,833,173	\$14,000,569	\$14,138,306	\$15,198,157
Beginning fund balance	\$766,907	\$1,864,779	\$1,782,490	\$1,261,685	\$1,268,655
Expenditures:					
Total Expenditures	\$12,641,915	\$14,962,211	\$14,786,028	\$14,130,983	\$14,442,672

Source: SCCCD Tentative Budget 1996-97.

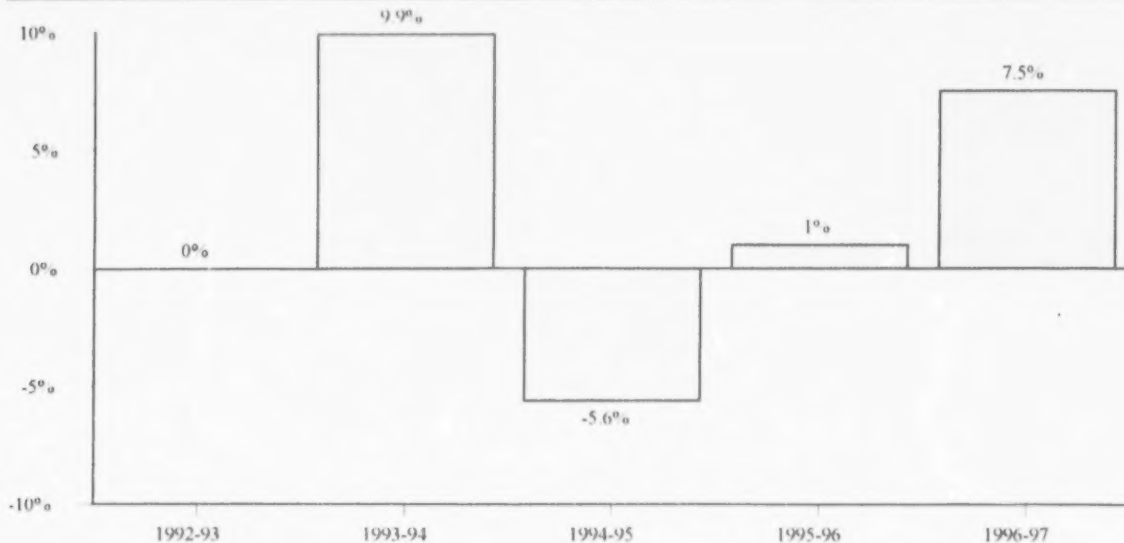
Trends in Unrestricted General Fund Revenues FY92 - FY96

Unrestricted General Fund Revenues: During the five year period, there was a shift in revenue source reliance. Local revenues accounted for 41.7 percent of total revenues in FY92. By FY94, local revenues represented 54.5 percent of total revenues. The tentative budget for FY96 shows a decrease of local revenues to 50.4 percent of total revenues. State revenue resources declined, in both real and percentage terms, from 57.7 percent to 39.6 percent from FY92 to FY94. The tentative FY96 budget reflects an increase in state funding, budgeted to account for 48.9 percent of Unrestricted General Fund revenues.

	Actual 1992-93		Actual 1993-94		Actual 1994-95		Adopted 1995-96		Tentative 1996-97	
	N	%	N	%	N	%	N	%	N	%
Local	\$5,629,337	41.7	\$7,027,297	47.4	\$7,627,218	54.5	\$7,695,135	54.4	\$7,653,747	50.4
State	7,784,219	57.7	6,200,098	41.8	5,544,997	39.6	5,928,808	41.9	7,429,964	48.9
Federal	5,445	0.0	1,603,099	10.8	821,665	5.9	508,160	3.6	108,090	0.7
Other	80,000	0.6	2,679	0.0	6,689	0.0	6,203	0.0	6,356	0.0
Total Revenues	\$13,499,001	100.0	\$14,833,173	100.0	\$14,000,569	100.0	\$14,138,306	100.0	\$15,198,157	100.0

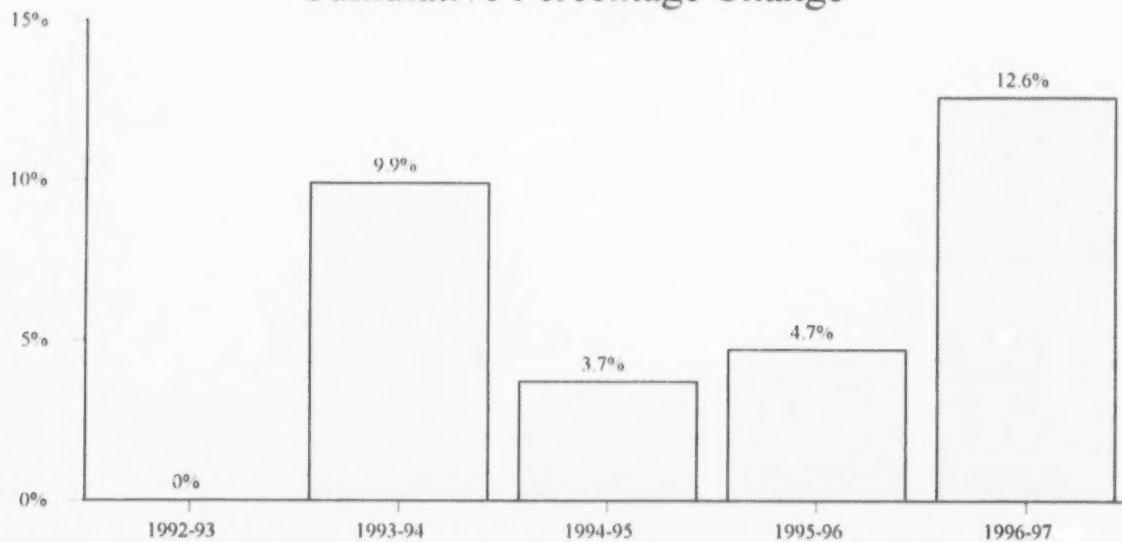
Source: SCCC Tentative Budget 1996-97.

Annual and Cumulative Change in the Unrestricted General Fund Revenues FY92 - FY96



Total Unrestricted General Fund Revenues:	1992-93	1993-94	1994-95	1995-96	1996-97
	\$13,499,001	\$14,833,173	\$14,000,569	\$14,138,306	\$15,198,157

Cumulative Percentage Change



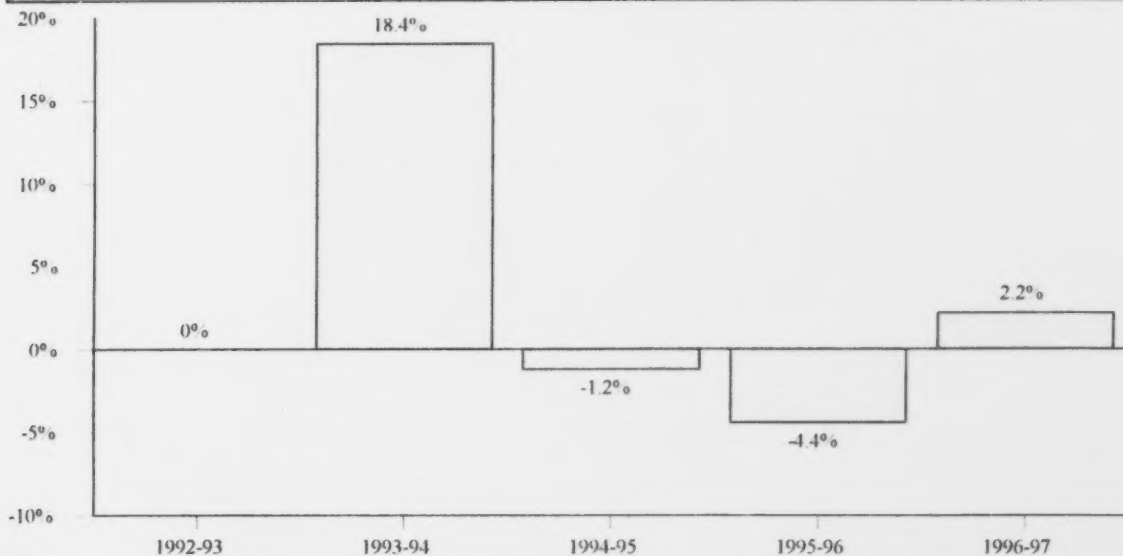
Trends in Unrestricted General Fund Expenditures FY92 - FY96

Unrestricted General Fund Expenditures: Expenditures grew from \$12.6 million in FY92 to a projected \$14.4 million in FY96, an increase of 14.2 percent. From FY92 to FY96, with the exception of Debt Retirement and Transfers, expenditures for Classified Salaries (+18.7 percent), and Consultants, Travel, Insurance, Utilities and Rent (+17.8 percent) are projected to grow at a greater rate than the overall growth in Unrestricted General Fund Expenditures (14.2 percent).

Expenditures	Actual 1992-93		Actual 1993-94		Actual 1994-95		Adopted 1995-96		Tentative 1996-97	
	N	%	N	%	N	%	N	%	N	%
1. Salaries										
Instruction	4,138,055	32.7	4,264,578	28.5	4,413,106	29.8	4,301,324	30.4	4,708,482	32.6
Non-Instruction	1,316,011	10.4	1,315,545	8.8	1,353,468	9.2	1,433,073	10.1	1,421,991	9.8
Classified	2,917,643	23.1	3,269,775	21.9	3,206,563	21.7	3,282,738	23.2	3,462,919	24.0
2. Fringe Benefits	1,750,191	13.8	1,975,727	13.2	1,891,850	12.8	1,911,003	13.5	1,886,431	13.1
3. Supplies	371,899	2.9	417,091	2.8	375,987	2.5	356,897	2.5	360,238	2.5
4. Consultants, Travel, Insurance, Utilities, Rent	1,696,911	13.4	2,186,875	14.6	2,066,457	14.0	1,948,773	13.8	1,998,558	13.8
5. Equipment/Capital Improvement	173,205	1.4	872,958	5.8	1,119,069	7.6	513,575	3.6	111,844	0.8
6. Debt Retirement	0	0.0	0	0.0	0	0.0	0	0.0	86,422	0.6
7. Transfers	278,000	2.2	659,662	4.4	359,528	2.4	381,100	2.7	405,787	2.8
8. Contingencies	0	0.0	0	0.0	0	0.0	2,500	0.0	0	0.0
Total Expenditures:	12,641,915	100.0	14,962,211	100.0	14,786,028	100.0	14,130,983	100.0	14,442,672	100.0

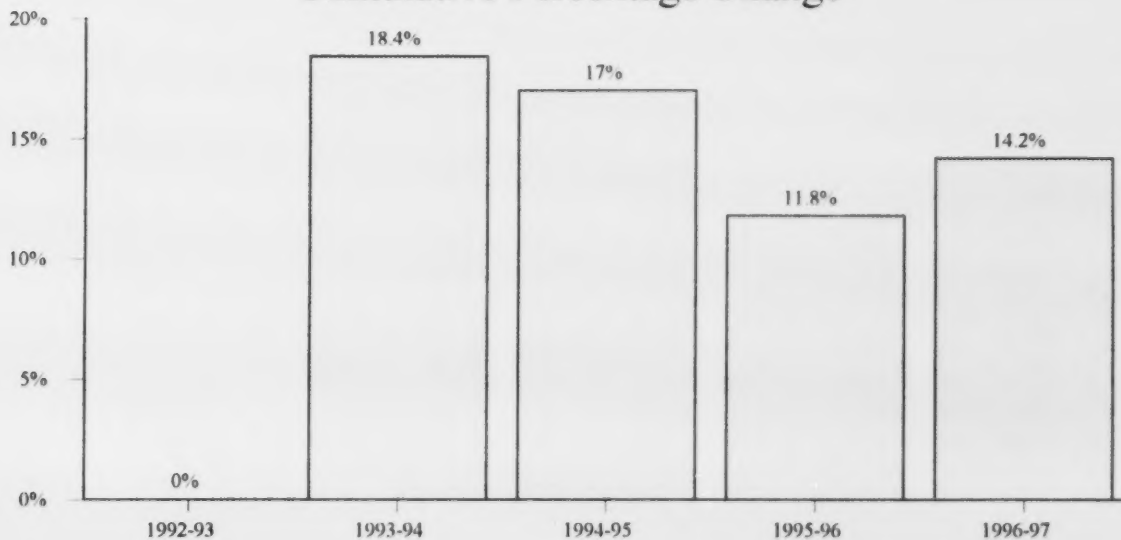
Source: SCCC Tentative Budget 1996-97.

Annual and Cumulative Change in the Unrestricted General Fund Expenditures FY92 - FY96



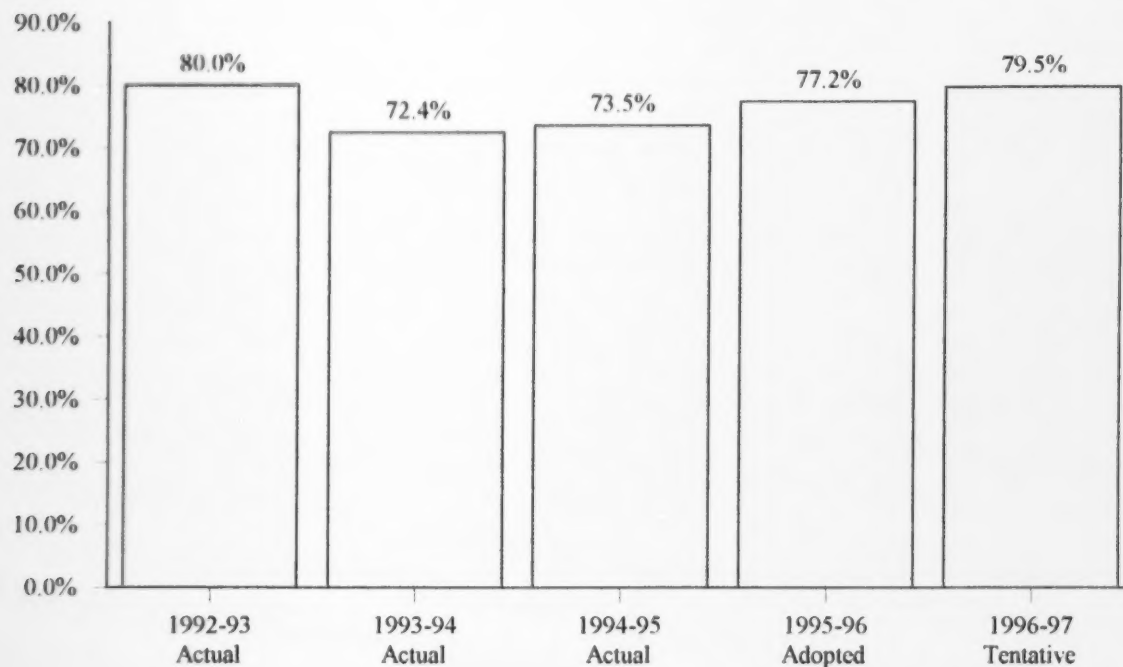
Total Unrestricted General Fund Revenues:	1992-93	1993-94	1994-95	1995-96	1996-97
	\$12,641,915	\$14,962,211	\$14,786,028	\$14,130,983	\$14,442,672

Cumulative Percentage Change



Salaries and Benefits as Percentage of Unrestricted General Fund Expenditures FY92 - FY96

Expenditures for Salaries and Benefits: In FY92, salaries and benefits represented 80.0 percent of the total unrestricted general fund expenditures. With the near-10 percent increase in unrestricted general fund revenues in FY93, the proportion of funds expended for salaries and benefits decreased to 72.4 percent. In each succeeding fiscal year, the percentage has increased and is projected to approach 80 percent in FY96.



Source: SCCC Tentative Budget 1996-97.

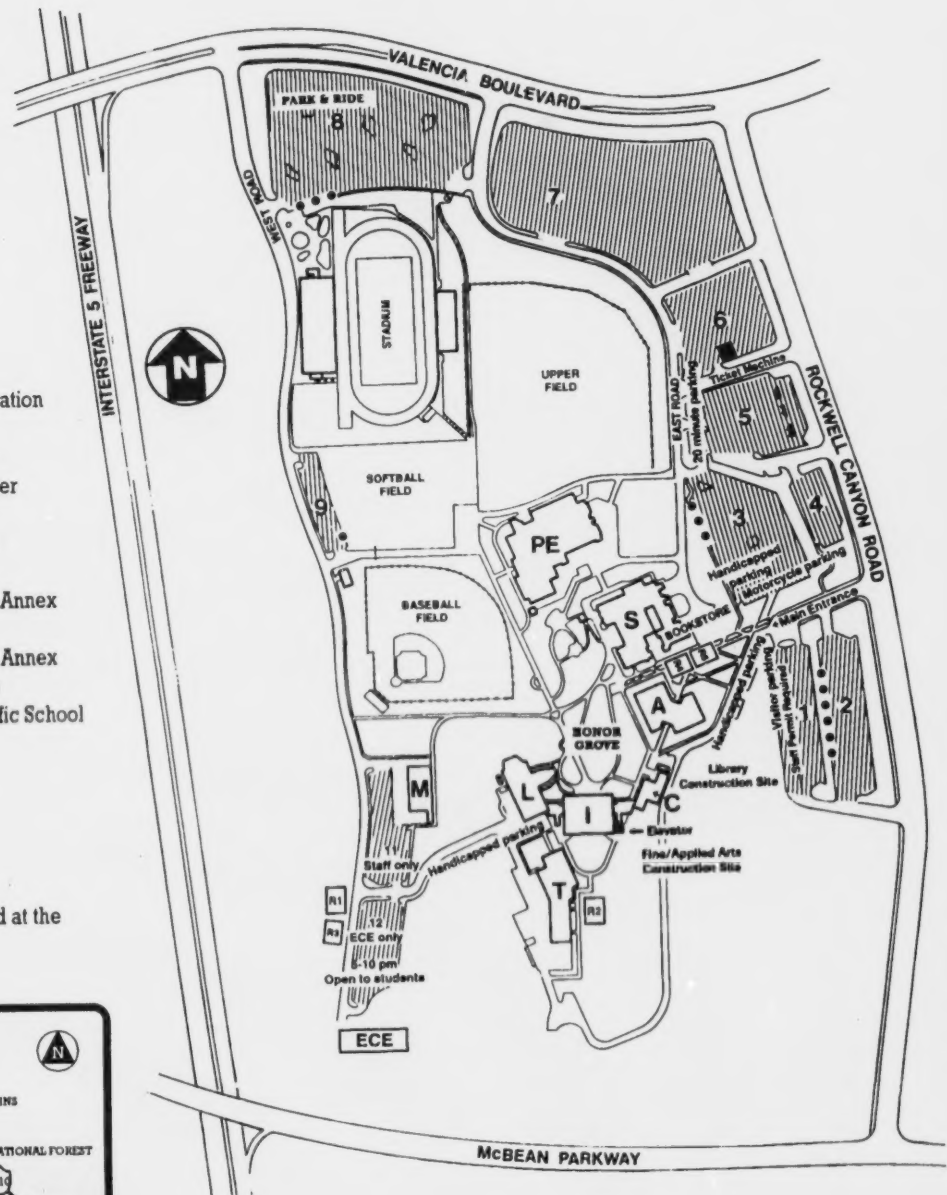
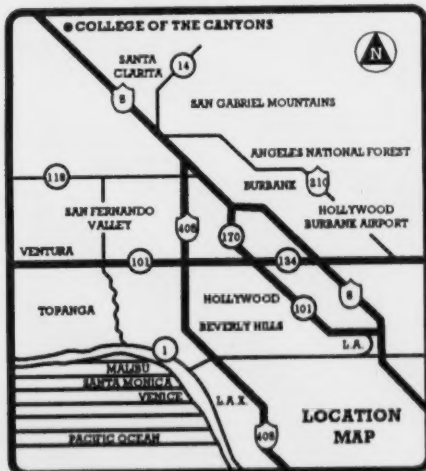
Part X: Physical Facilities

CAMPUS MAP

Legend

- A - College Services/Administration
- C - Classroom Center
- ECE - Early Childhood Education
- I - Instructional Resource Center
- L - Laboratory Center
- M - Maintenance & Operations
- PE - Physical Education
- R1 - Early Childhood Education Annex
- R2 - Migrant Education
- R3 - Early Childhood Education Annex
- R4 - Employee Training Institute
- R5 - Community Services & Traffic School
- S - Student Center
- T - Technical Center
- ||| - Parking Lots
- - Parking Meters
- - Pay Lot #6

20 minute visitor parking is located at the entrance to Staff Lot #1.



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26455 Rockwell Canyon Road ♦ Santa Clarita, California 91355
<http://www.coc.cc.ca.us> ♦ (805) 259-7800 ♦ TDD (805) 258-7967

1997-2001 Five-Year Construction Plan

The College of the Canyons 1991 Facilities Master Plan provides a long range and comprehensive facilities plan for the college. It addresses existing facilities, the long range facility needs of each discipline, and provides a strategic plan for capital improvements to support educational needs. Subsequent Five-Year Construction Plans respond to the long range plans set forth in the Facilities Master Plan.

Three new buildings have been, or are in the process of being, added to the campus. They include: the Child Development Center; Library, and Fine and Applied Arts Building. The three new buildings add over 78,000 square feet of space and increase the total floor space of the campus by over 22 percent.

The Facilities Master Plan projects a campus which will accommodate a maximum student enrollment of 20,000. The 1997-2001 Five-Year Construction Plan (February 1996) establishes the following priority list for construction projects.

Proposed Projects

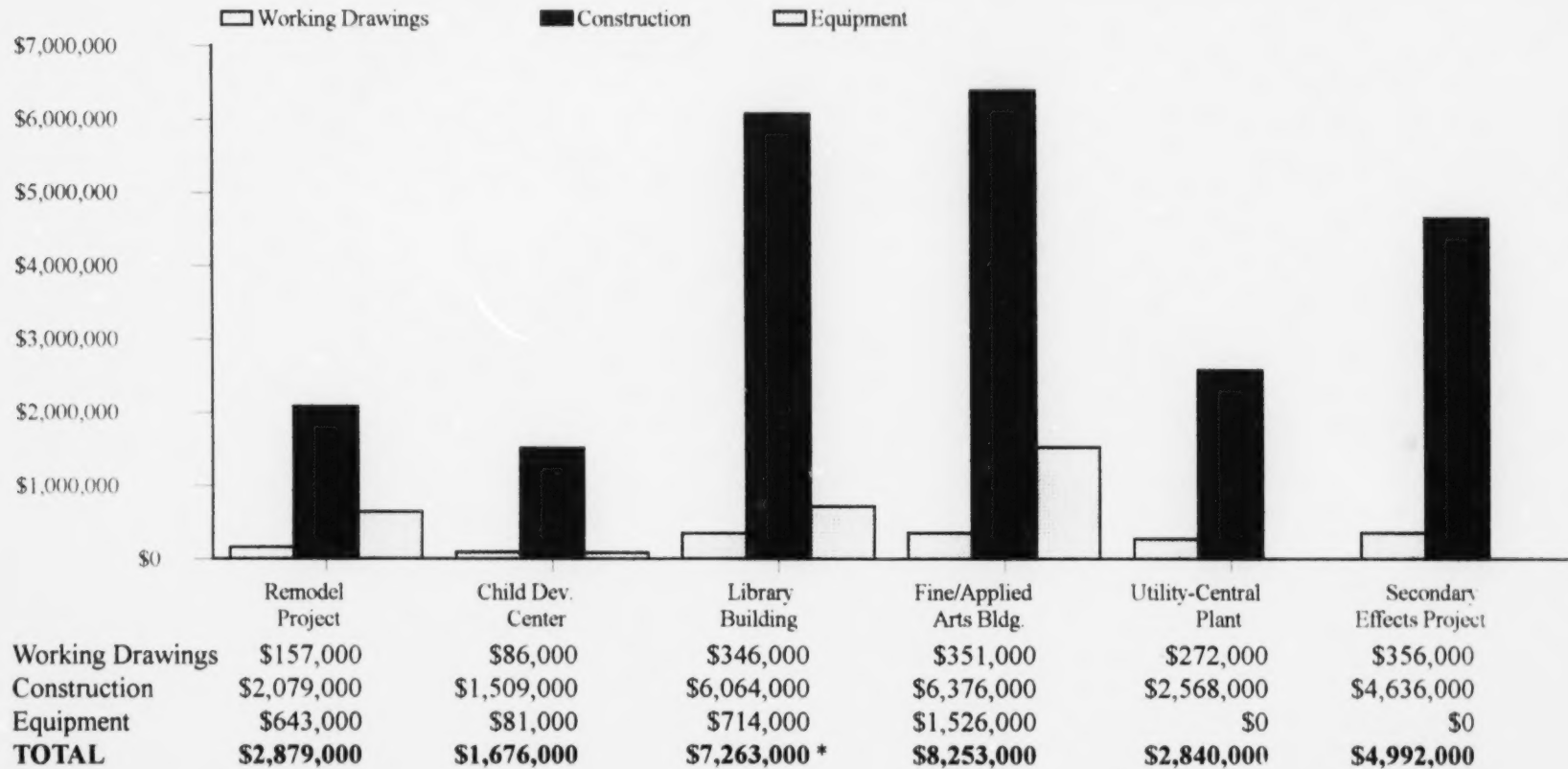
<u>Priority</u>	<u>Project Name</u>	<u>Estimated Cost</u>
1	Architectural Barrier Removal, Phase I	\$426,000
2	Remodel Old Library and Labs, Secondary Effects	\$5,926,000
3	Architectural Barrier Removal, Phase II	\$189,000
4	Administration Building/Remodel	\$7,130,000
5	Complete Fire Safety Access	\$374,000
6	Performing Arts Instructional Center	\$15,850,000
7	Physical Education Addition and Tennis Courts	\$4,562,000
8	Business/Industry High Technology Building	\$9,891,000
9	Remodel Classroom Building to Create DSP&S	\$2,005,000
10	Cafeteria Addition/Student Center	\$9,335,000
11	Site Acquisition - North	\$2,915,000
12	On Site/Off-Site Development	\$2,451,000
13	District Warehouse	\$770,000
14	Initial Facilities, Phase 1 - North	\$8,121,000

Source: 1997-2001 Five Year Construction Plan, February 1, 1996.

**Santa Clarita Community College District
State Construction Projects
State Approved Allocations**

97

sh: 9 96: jacobson 9610.pms



* Includes \$139,000 approved for library books and materials for 1997-98.

Total New Funds: \$28,361,000

Project Descriptions

Priority 1: Architectural Barrier Removal, Phase 1

This project removes architectural barriers which prohibit public access. It addresses Phase 1 type barriers only. Many barriers will be removed as part of the scope of remodeling projects under way, new construction or projects in the funding cycle. Remaining ones will be removed by this project, so basic access is available to all students. It includes separate registration for DSP&S students, correcting the sloped sidewalks to Buildings "C" and "A", widening restroom doors, and providing proper handrail extensions.

Priority 2: Remodel Old Library and Labs, Secondary Effects

Prior projects vacates 27,474 square-feet in the old Library, Vocational Technical Building and L-Building structures. This project permits enrollment driven internal expansion for 2 Chemistry labs and one lab each for Biology, Physics, and Nursing. Additional classrooms and offices will be created in the old Library and the Vocational Technical Building.

Priority 3: Architectural Barrier Removal, Phase 2

This project will enable full access for the physically handicapped. It removes remaining architectural barriers. The project includes: counters in service areas, counters in labs, closed captioning for the hearing impaired, proper signage, handrail extensions and the elimination of physical barriers in the darkroom.

Priority 4: Administration Building/Remodel

This project will construct a 14,752-square-foot administration building and remodel approximately 12,790-square-feet of space for conversion to Student Services. The two-story administration building will house Business Services, Personnel/Human Resources, the Computer Center, the Board Room, other meeting rooms, Reprographics, Campus Mail Room, Office of Instruction and the Office of the President, including the COC Foundation, Public Information and Institutional Development. The remodel project will create offices for EOP&S, Financial Aid, Career Center and the Transfer Center. The goal of the project is to bring together functions now spread around in different buildings and among floors in multistory buildings.

Priority 5: Complete Fire Safety Access

This project constructs the balance of a firebreak perimeter road at the south end of the campus. It also completes the first loop road to provide emergency service vehicles access to personnel and buildings from two directions rather than the present two dead-end roads. The project also extends the utility systems to accommodate projects master planned for projected growth in the southern portion of the campus.

Priority 6: Performing Arts Instructional Center

This project will construct a 37,585-square-foot structure for instruction in the Performing Arts. It includes labs to teach choral music, instrumental music, piano, dance, scenery construction and costuming, make-up and staging. The project will also include the first permanent performance space on campus, a 350 seat theater, with support facilities.

Priority 7: Physical Education Addition and Tennis Courts

This project creates a 15,353 square-foot addition to the existing Gymnasium and constructs six standard tennis courts. The addition includes construction of an auxiliary gym (no spectator seating) sized for three volleyball courts, to replace those lost outdoors by the construction of the six tennis courts. The addition also includes: locker rooms for women and men; restrooms; offices; and storage rooms.

Priority 8: Business/Industry High Technology Building

This 24,860 square-foot structure will include laboratories and support space for instructional programs in Dental, Medical, Pharmacy, Industrial Quality Control and Industrial Design. It will also include a Business Interactive Computer Center, 2 Secretarial Studies labs, independent study spaces, eight lecture classrooms and faculty offices.

Priority 9: Remodel Classroom Building to Create DSP&S

This project creates a High Tech Center for learning disabled and handicapped students. It remodels 3,488 square feet at the ground level of the Classroom Building.

Priority 10: Cafeteria Addition/Student Center

This project constructs an addition of approximately 19,500 square feet for food services. It also remodels approximately 10,744 square feet of the existing cafeteria. Approximately 4,429 square feet "borrowed" for instruction will be returned to students for their use. The addition and remodeled space will operate as one unit.

Priority 11: Site Acquisition - North

This project will purchase a 120 to 150 acre site for a new Center in the northern portion of the District, as recommended by the MGT study dated September 10, 1990.

Priority 12: On Site/Off Site Development

This project constructs the first utilities for the new site and the initial on-site roads, grading and related site development necessary to prepare for construction and operation of the initial building complex. Utilities, such as gas, water, sewer, electrical, communication, fire hydrants, and lighting are included. On-site utilities will be underground.

Priority 13: District Warehouse

This project creates an 8,760 square-foot shipping, receiving, and warehouse space. Maintenance shops will expand into the contiguous 1,180 square foot space to be vacated by the current storage/warehouse space.

Priority 14: Initial Facilities, Phase 1

This 20,530 square-foot project constructs the first buildings for a new center on the new site. The project scope includes lecture classrooms, general science and art labs, independent study space, basic administrative and logistical services offices, limited data processing support space. It also includes modest library, audio visual, and general storage areas.



Legend

Existing Facilities

- Existing Buildings
- 001 Bonelli Center
- 002 Classroom Center
- 003 Laboratory Center
- 004 Student Center
- 005 Vocational Technology
- 006 Physical Education
- 007 College Services/ Child Care/ Administration
- 010 Corporation Yard

Future Facilities

- Buildings Already Designed
- Future Buildings
- 011 Child Development Center
- 012 Fine/Applied Arts Building
- 013 Library & Long Range Addition
- 014 Science Additions
- 015 Performing Arts Center
- 016 Vocational Technology Addition
- 017 Future Multiuse Class/Lab Building
- 018 New Administration
- 019 Business / Public Service Center
- 020 Physical Education Addition
- 021 2nd Floor Addition @ Vocational Tech.

Master Plan College of the Canyons

Spencer / Hoskins associates



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A Second Campus for the Santa Clarita Community College District

In January 1991 the Board of Governors of the California Community Colleges adopted a consultants report which recommended that the District build a second campus. The consultants recommended first developing a small educational service center which would expand as the need for services increased.

The latest Five-Year Construction Plan calls for site acquisition in 1998-1999 and the opening of the initial facilities in 2000-2001.